DOCUMENT RESUME

ED 099 825 CS 001 546

AUTHOR	Keene, Teresa, Comp.
TITLE	Tips for Tutors: A Manual for Reading Improvement with 1973 Bibliographic Supplement.
INSTITUTION	Chicago Public Library, Ill.
PUB DATE	[71]
NOTE	34p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Elementary Education; Reading; Reading Improvement; *Reading Instruction; Reading Skills; *Teaching Techniques; *Tutoring; Volunteers; *Volunteer Training

ABSTRACT

This manual offers practical help for the nonprofessional volunteer tutor. Part 1, "Diagnostic Techniques for Tutors," allows the tutor to find out what problems interfere with the ability of a given child to read so that the tutor can plan activities which deal with each particular difficulty. Part 2, "Developing Learning Readiness Skills," discusses basic learning readiness skills, developing visual discrimination skills, developing auditory discrimination skills, perceptual training, and mixed media instruction. Part 3, "Improving Reading Skills," deals with introducing new words, spelling games, word meaning, word recognition, word association, word sounds, and materials. Also included is a 1973 bibliographic supplement. (WR)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

TIPS FOR TUTORS

A MANUAL FOR READING IMPROVEMENT

Compiled by

TERESA KEENE, Education Department

Tutoring Committee

Eloise Jordan
Education Department

Katherine Freshley
Department of
Special Extension
Services

Philomence Martin
History & Travel
Department

THE CHICAGO PUBLIC LIBRARY

CONTENTS

Foreword

Preface

I. Diagnostic Techniques for Tutors 9

Learning Difficulties 9

Reading Difficulties 9

Informal Interviews 10

Observation 11

Informal Tests 12

Standardized Tests 13

II. Developing Learning Readiness Skills 13

Basic Learning Readiness Skills 13

Developing Visual Discrimination Skills 14

Developing Auditory Discrimination Skills 16

Perceptual Training 18

Mixed Media Instruction 18

III. Improving Reading Skills 20

Introducing New Words 20

Spelling Games 21

Word Meaning 23

Word Recognition 25

Word Association 27

Word Sounds 28

Materials 29

Glossary 29

Bibliography 30

FOREWORD

Many community organizations in Chicago sponsor after-school tutoring programs to help children with reading problems. These programs rely on volunteers, many of whom have no previous experience in teaching. Though they are eager to use new ideas and techniques, the volunteers do not have time to come into the library and look for materials themselves. Consequently, members of the tutoring committee have compiled games and learning techniques from professional sources and from their own experiences in order to write what they hope is a practical, readily usable manual.

Tips for Tutors represents only one way in which the Chicago Public Library tries to serve the needs of tutors and their pupils. In addition the Department of Special Extension Services (115 S. Pulaski Road, 638-1953) lends core collections of books to tutoring agencies. It also makes available, on extended loan, paperback and hardcover books, both juvenile and adult, as well as programmed learning kits.

Several departments at the Central Library also stock and circulate related materials. The Education Department has textbooks and journals on tutoring and on the teaching of reading. Its collection of games and programmed materials is available for special loan, and there are circulating copies of most books in the collection.

Agencies can register at the Visual Materials Center at the Central Library to borrow films, filmstrips, and slides. Adult recordings may be borrowed from the Music Department and children's recordings from the Thomas Hughes Room. In addition, all branches lend both children's and adults' records.

Often branch librarians assist groups in setting up tutoring programs by providing lists of recommended books and sometimes by setting aside space for the groups to meet. The administration and the entire staff of the Chicago Public Library welcome this opportunity to help bring together books and their prospective readers.

Alex Ladenson
Chief Librarian

PREFACE

TIPS FOR TUTORS in no way substitutes for professional training. It does, however, offer practical help for the nonprofessional who is giving generously of his time and interest.

The manual is organized into three major parts. Part I, "Diagnostic Techniques for Tutors," allows the tutor to find out what kinds of problems interfere with the ability of a given child to read. With a clear grasp of where the difficulty lies, the tutor can plan activities to deal with that particular difficulty.

Part II, "Developing Learning Readiness Skills," aims to do just that. It trains the child's nervous system and physical senses to respond effectively to printed symbols. These skills are put to use, transferred to words and their contexts, in Part III, "Improving Reading Skills."

At the end of each chapter within these larger sections there is a list of source materials for anyone with the time and inclination to pursue the topic. A glossary defines many terms that may be unfamiliar, and a bibliography gives sources of further information.

The committee members would appreciate receiving your suggestions and comments, both positive and negative, once you have used this manual. They would also like to learn about original techniques or games that you have found successful. They are already indebted to the following people for helpful ideas and encouragement: Mrs. Ruth Wilson and Mrs. Ann Neustaetter of the Volunteer Bureau, Welfare Council of Metropolitan Chicago; Miss Ruth Grunwald, community coordinator, Kelly Branch Neighborhood Library Center; and Mr. Christopher Carley, executive director for the Community Life Program, Archdiocese of Chicago.

I. DIAGNOSTIC TECHNIQUES FOR TUTORS

Learning Difficulties

A child often comes to the tutor with special difficulties which slow his progress. He usually lacks certain basic skills such as ". . . adequate vocabulary and language structure in speaking. He must have the ability to comprehend conversation and to use oral language appropriate to the level on which he wishes to read. The child must know that the symbols he sees on the printed page correspond in some way to his spoken language and that he must relate these symbols to words, sentences, and ideas." (See Kaluger and Kolson's *Reading and Learning Disabilities*, p. 6.)

Listed below are some general characteristics of learning difficulties which are easily recognized and will aid the tutor in his diagnosis of the child:

1. *Short attention span; easily distracted by movement or noise.*

   Tutors can keep the child's attention by scheduling short work periods, by varying the type of exercise, and by conducting tutoring sessions in areas as free from traffic and other distractions as possible. Most important, however, are games, high interest – low reading level books, and other materials which will capture and hold the child's interest. The tutoring session should be planned to include a variety of ten- to fifteen-minute activities. (See Sleisenger's *Guidebook for the Volunteer Reading Teacher*, pp. 13 and 16, for sample schedules.)

2. *Suspicious and uncooperative; easily discouraged and unwilling to try again; unusually slow in responding.*

   Such a child may nave become a victim of a "self-fulfilling prophecy"—he has come to expect failure because it was expected of him (possibly by a teacher or parent). Therefore he often fails because he expects to fail. In order to avoid failure, the child may make no response at all.

   In such cases, the tutor should try to establish a friendly relationship with the child, offering him easy exercises in which he is likely to do well and praising any effort he makes, encouraging him as much as possible.

   Caution: The tutor should not exaggerate his praises; a suspicious child will very likely detect a false note. Moreover, it is quite possible that the child knows when he does not deserve such praise, and he will not respect a tutor who is not fair.

   The tutor's main goal at this time should be to encourage the child to respond and to convince him that the tutoring session is unthreatening.

3. *Poor visual (seeing) and auditory (hearing) discrimination.*

   The child having this difficulty will be unable to detect differences and similarities in sounds, shapes, or words seen or heard. The tutor should not overlook the possibility of physical problems. (See "Informal Tests," tests 1, 2 and 4, p. 12; also the sections on *visual* and *auditory discrimination.)*

4. *Inability to form concepts or to see such relationships as comparisons, contrasts, time sequences.*

   Care should be taken in selecting materials for testing the child in this area if it is suspected that certain concepts are lacking in his experience or background. (Refer to test #3 in the section on "Informal Tests," p. 12.)

For further information on learning difficulties, the following books are recommended:

Brueckner, Leo, and Bond, Guy L. 370.15
The Diagnosis and Treatment of B832
Learning Difficulties. New York: Appleton-Century-Crofts, 1955.

Carter, Homer L. J., and McGinnis, 372.4
Dorothy J. C245d
Diagnosis and Treatment of the Disabled Reader. New York: Macmillan, 1970.

Johnson, Doris J. 371.96
Learning Disabilities: Educational J631L
Principles and Practices. New York: Grune and Stratton, 1967.

Kaluger, George, and Kolson, Clifford J. 372.4
Reading and Learning Disabilities. K127r
Columbus, Ohio: Merrill, 1969.

Kaphart, Newell Carlyle 371.92
Learning Disability: An Educational K441L
Adventure. West Fayette, Indiana: Kappa Delta Pi Press, 1968.

McCarthy, James Jerome, and 371.9
McCarthy, Joan F. M127L
Learning Disabilities. Boston: Allyn and Bacon, 1969.

Taba, Hilda, and Elkins, Deborah 371.96
Teaching Strategies for the Culturally T111t
Disadvantaged. Chicago: Rand McNally, 1966.

Reading Difficulties

Reading readiness (see glossary) is necessary for the development of reading skills. Until the child has mastered certain skills, progress in reading is doubtful. The tutor should recognize particular traits associated with poor reading skills so that he may adapt his materials to the child's needs.

The following is a list of traits identifying poor reading skills:

A. *Inability to recognize words in a basic sight vocabulary*. Several factors are related to this problem. If the words the child has difficulty recognizing are far below the level at which he should be reading, he should be tested for

visual discrimination, word attack, and *phonics.* A vocabulary test will help determine what kinds of help he needs. (See sections on "Observation" and the "Informal Tests" of visual and auditory discrimination, pages 11 through 12.)

B. *Inability to imagine or picture what the printed word describes; poor comprehension and interpretation of material read; inability to summarize.* (See the test for *abstract thinking* in the section of "Informal Tests"; also see points under "Informal Interviews" and "Observation," pages 10 through 12). One should make sure, when testing a child on these abilities, that the words or ideas to be selected or reproduced are familiar to the child.

C. *Lack of fluency in oral reading; poor enunciation; excessive errors with vowels and consonants; poor word attack.* These difficulties are related to poor *auditory skills* as well as to the child's background and experience with nonstandard English. The child should be given the test for *auditory discrimination* listed in the section "Informal Tests," and observations should be made when he is reading aloud. If the child speaks nonstandard English, such as southern black, Appalachian, or an American Indian dialect, attempts should be made to familiarize him with the vocabulary and pronunciation of standard English. (See activities for dialect study, page 24.)

D. *Obvious reading errors: omissions (skips words), insertions (adds words to the text), substitutions (substitutes other words for the words in the text), and repetitions (repeats initial sound, word, or phrase).* These errors are more easily diagnosed and corrected than some of those listed above, since they are not derived from the child's experiences or cultural background. After ruling out speech defects or lack of confidence as a cause, observe the child when reading aloud. Using the clues listed in "Observation," pages 11 and 12, determine which methods would be most successful in correcting these difficulties.

For more detailed information on reading difficulties and further descriptions of the points listed above, consult the following books:

Bond, Guy L., and Tinker, Miles A. 372.4
Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, 1967. B64r2

Brueckner, Leo, and Bond, Guy L. 370.15
The Diagnosis and Treatment of Learning Difficulties. New York: Appleton-Century-Crofts, 1955. B832

Carter, Homer L. J., and McGinnis, Dorothy J. 372.4 C245d
Diagnosis and Treatment of the Disabled Reader. New York: Macmillan, 1970.

Cohen, S. Alan. 371.96
Teach Them All to Read: Theory, Methods, and Materials for Teaching the Disadvantaged. New York: Random House, 1969. C66t

Dechant, Emerald. 372.4
Diagnosis and Remediation of Reading Disability. West Nyack, New York: Parker Publishing Company, 1968. D356d

Kaluger, George, and Kolson, Clifford J. 372.4
Reading and Learning Disabilities. Columbus, Ohio: Merrill, 1969. K127r

Kirk, Samuel A. 371.9
The Diagnosis and Remediation of Psycholinguistic Disabilities. Urbana: Institute for Research on Exceptional Children, University of Illinois, 1966. K634d

Kottmeyer, William. 372.4
Teacher's Guide for Remedial Reading. St. Louis: Webster Publishing Company, 1959. K849t

Poilack, Myron Frank W., and Piekarz, Josephine A. 372.4 P76r
Reading Problems and Problem Readers. New York: D. McKay Company, 1963.

Strang, Ruth. 372.4
Diagnostic Teaching of Reading. New York: McGraw-Hill, 1969. St81d2

Wilson, Robert M. 372.4
Diagnostic and Remedial Reading: For Classroom and Clinic. Columbus, Ohio: C. E. Merrill Books, 1967. W69d

Informal Interviews

Purpose: To determine the reading interests of the child so that materials may be chosen accordingly; to discover the child's attitudes and relationships with other children and with adults, so that the tutor may develop insight into the child's values, methods of approaching problems, and ways of viewing situations; to establish *rapport* between the tutor and the child. Rapport is of prime importance in dealing with culturally different children, for it is necessary that the child see the tutor as a friend and the situation as unthreatening before learning can begin.

Although the informal interview is an important first step in evaluating the child and setting up a program to fit his needs, it is a technique which will be used again and again throughout the program. As the child progresses, his ideas, concerns, and interests will continue to change, and the tutor will need to be aware of the various phases of his development so that materials and methods can be constantly revised and readjusted.

The following is a list of sample questions and their purposes. The manner in which these questions are asked is as important as the questions themselves, if not more so. Too many questions about the child's personal life will make him suspicious. When he does tell you personal things, he expects you to keep his secrets. Do so.

1. Questions about the child:
   "What do you do after school?"
   "What do you like to do on weekends?"
   "What are your favorite TV programs?"
   "What kinds of movies do you like?"
   "What do you want to be? Do you know anyone who does this?"

These questions will help the tutor find materials which will be of interest to the child at the same time that they give the tutor some insight into the child's personality.

2. In conversations with the child, try to get to know him—to discover his concerns and attitudes. You might indirectly ask him how he feels about school, teachers, or reading.

3. Questions about selections read to, or read by, the child:
   "What would you do?"
   "Has anything like that ever happened to you?"

The responses indicate the child's capacity for *abstract thinking* and his ability to project himself into an actual life situation.

   "How did [those involved in the events in the story] feel?"

The reply to this type of question indicates the child's capacity for putting himself in another's shoes and reveals gaps in sensitivity.

   "Why did these things happen?"

The type of reply indicates the child's level of *perception* and sensitivity.

   "What would you do to make this situation come out better?"

The answer reveals the extent to which the child has perceived, felt, and understood.

Books

Brueckner, Leo, and Bond, Guy L. 370.15
The Diagnosis and Treatment of Learning Difficulties. New York: Appleton-Century-Crofts, 1955. B832

Dolch, Edward W. 372.4
A Manual for Remedial Reading. Champaign, Illinois: The Garrard Press, 1946. D687

Sleisenger, Lenore. 371.1
Guidebook for the Volunteer Reading Teacher. New York: Teachers College Press, 1965. SL28g

Strang, Ruth. 372.4
Diagnostic Teaching of Reading. New York: McGraw-Hill, 1969. St81d2

Taba, Hilda, and Elkins, Deborah. 371.96
Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally, 1966. T111t

Observation

One means of evaluating the child or diagnosing his difficulties is to observe him in action. The tutor must not only note how the child approaches his tasks and responds to the material, but must also be able to pick up and respond to his cues. Following is a list of things to look for when working with a child.

1. *General:* Does the child yawn, chew on clothing or pencils, or try to start unrelated conversations during a session? Then perhaps the materials are too difficult, too easy, too dull, or the child is sleepy or hungry.
   Does he accept projects passively or with enthusiasm? Do not hesitate to abandon projects for which the child shows little enthusiasm.
   "The child who asks you to bring in books on obscure subjects or rejects each new book is telling you how much he dislikes reading books. Try using short newspaper articles, experience stories, or volunteer-made materials." (See Sleisenger.) Or you might let the child write his own material and perhaps read it to others. Children can write and illustrate their own books, which can be bound and cataloged. If a child cannot write, he can dictate his story to either the tutor or a tape recorder for the tutor to write—without changing—in book form. Finally, the words in the child's story are his own; there should be no difficulty with vocabulary or lack of interest.

2. *Read aloud a passage to the child. Note his listening skills:*
   a. Does he show strong interest, involvement, and identification with the characters and situations?
   b. Does he have a clear-cut understanding of material read? Does he seem to be thinking about what he hears?
   c. Does he "half listen," allowing his attention to wander, or listen for only statements that please him or suit his purpose?
   d. Does he seem to understand a passage read aloud by the tutor much better than a similar one he reads silently? If so, this indicates he understands the words and ideas but needs help with the mechanics of reading.

3. *Have the child read words from flash cards, word lists, or other materials.* Note his enunciation, *word attack*, ability to see little words in big ones, knowledge of suffixes, prefixes, and word parts.

4. *As the child reads aloud, note:*
   a. Enunciation: Can he blend letter sounds to form words?
   b. Methods of attack on unfamiliar words:
      Does he divide long words into parts?
      Does he see little words in big ones?
      Does he use a phonetic method?
      Does he read word-by-word, or does he guess words from the context?
   c. Types of errors:
      Have the child read aloud a passage, of which the tutor has a double-spaced copy on which to indicate errors as follows:
      1.) Encircle all words skipped or left out.

2.) Underline all mispronunciations. Does the child use initial sound clues, shape-of-word clues, or no noticeable clues at all?
3.) Cross out words for which substitutions were made; write in the substitution. Does the substitution make sense, indicating that the child is reading for meaning, or is it irrelevant to the context?
4.) Use broken lines to indicate repetitions.
5.) Mark what the child added to the text (insertions).

5. *Watch the child when he is reading silently.* Does he make lip movements? Point to words? Move his head? While these mannerisms are often associated with poor reading, they are not uncommon among beginning readers who find it necessary to sound out words in order to grasp their meaning. However, the tutor should see that these habits disappear as the child becomes more confident, gains skill in *visual discrimination*, and develops a larger sight vocabulary.
6. *Discuss with the child stories or passages which he has read silently or aloud or has had read to him by the tutor.* Note his ability to:
   a. Summarize.
   b. See relationships such as comparisons, contrasts, and time sequences.
   c. Comprehend and interpret.
   d. Project himself into situations described and to decide what he would have done in that instance and why.
   e. Imagine or picture what the printed word describes.
7. *If necessary, keep a progress chart on which it is possible to record mannerisms observed.* A Reading Skill Checklist can be found in Sleisenger's *Guidebook for the Volunteer Reading Teacher, pages 14 & 15.*

Informal Tests

The first test given the child should determine possible physical problems which might affect his ability to read, such as poor eyesight or hearing. Simple eye tests using wall charts—and hearing tests—can be given by the tutor.

1. *Test of visual discrimination:*

Prepare a set of flashcards (about 10-15 cards) of letters, pictures or colors, and some corresponding sheets containing rows of the objects found on the cards. Give the child a sheet. Hold up a flashcard and ask the child to circle on his sheet the object matching that on the card. (See Visual Discrimination exercises, page 15).

2. *Test of auditory discrimination:*

Have the child listen to words beginning with same letter; e.g., mother, most, more, mighty, mild, and ask him to think of other words which begin with that sound. Later, have him listen to words beginning with the same letter and hold up his hand when he hears one that does not begin with that sound. After several sessions, ask the child to close his eyes and hold up a finger. Tell him to put his finger down when he hears a word which does not begin with the same sound as the others in the group. This test may also be made with rhyming words, consonants, and *blends*. If the child is unable to differentiate words that sound alike from those which are dissimilar, he undoubtedly needs exercises in this area. (See Auditory Discrimination training, pages 16, ff.)

3. *Test for ability to think abstractly, form concepts, categorize, and generalize:*

Ask the child to name objects pictured on a series of cards, e.g., apple, orange, banana, and grapes.

Then ask the child to give a single name for each group of pictured objects, e.g., "fruits." Successful performance depends upon the child's ability to group or classify. Another test of this ability consists in having the child choose the odd member of a set or the different object in a series. For example, show the child a spoon, a dish, a fork and a dog, and ask him to tell which object does not belong in the group.

Sample exercises of this type are found in:

Fournier, Raymond, and Presno, Vincent. *Advantage*. Englewood Cliffs, New Jersey: Prentice-Hall, 1966. 372.24 F827a

4. *Test of auditory and oral skills:*

Give the child a list of words and say, "Here are some nonsense words. They are not really words at all, but I'd like to see if you can read them." Examples: fis lote fud keat hin sut.

If the child knows the consonant and vowel sounds as well as the two common long-vowel patterns, and if he can *blend* sounds, he will be able to read the nonsense words listed. Nonsense syllables are used to prevent the child's recognizing a word by shape.

Let him read consonants aloud to test his knowledge of consonant sounds. Ask him to show how he would hold his mouth to say a word starting with each of the following letters: f t k p j h b c g w d l m n r s.

Ask him to pronounce consonant blends: sh br cl st th wh tr sp.

Note the letters the child misses, and consider why he has made those particular errors. Has he heard the letters pronounced incorrectly? Pronounce them for him and have him repeat what he hears. Does he still have difficulty? Perhaps he needs work in auditory discrimination. If he has difficulty pronouncing certain sounds, he needs work in enunciation.

5. *Test for analyzing reading defects:*

Gray's Standardized Oral Reading Paragraphs (C. H. Stoelting Co., 424 N. Homan Avenue, Chicago, Illinois 60624.)

Monroe's Iota Word Test measures accuracy for reading isolated words (C. H. Stoelting Co.)
Botel Reading Inventory Test (Follett Publishing Company, Chicago, Illinois.)

Books

Cohen, S. Alan. 371.96
Teach Them All to Read: Theory, Methods, and Materials for Teaching the Disadvantaged. New York: Random House, 1969. C66t

Kottmeyer, William. 372.4
Teacher's Guide for Remedial Reading. St. Louis: Webster Publishing Company, 1959. K849t

Smith, Nila Banton. 372.412
Graded Selections for Informal Reading Diagnosis, Grades 1 through 3. New York: New York University Press, 1959. Sm62g

———. *Graded Selections for Informal Reading Diagnosis, Grades 4 through 6.* New York: New York University Press, 1963. 372.412 Sm62gr

Tiedt, Sidney W. 371.96
Teaching the Disadvantaged Child. New York: Oxford University Press, 1968. T44t

Standardized Tests

Below is a list of books which give information on the use and evaluation of standardized tests, as well as lists of tests, descriptions, and designation of type of skill tested.

Bond, Guy L., and Tinker, Miles A. 372.4
Reading Difficulties: Their Diagnosis and Correction, 2d Ed. New York: Appleton-Century-Crofts, 1967. B64r2

Brueckner, Leo, and Bond, Guy L. 370.15
The Diagnosis and Treatment of Learning Difficulties. New York: Appleton-Century-Crofts, 1955. B832

Cohen, S. Alan. 371.96
Teach Them All to Read: Theory, Methods, and Materials for Teaching the Disadvantaged. New York: Random House, 1969. C66t

II. DEVELOPING LEARNING READINESS SKILLS

Basic Learning Readiness Skills

1. *Games which emphasize following directions:*

CHIN, CHIN, CHIN

(At least two or three children)

The children may sit or stand, facing the tutor, who is the "leader" of the game. The tutor points to his chin and says, "Chin, chin, chin." He then switches, points to another part of the body, such as the eye, but continues to say "chin." The children must point to the part **named** and not to where the tutor is pointing.

SIMON SAYS

(Two or three players)

The tutor plays Simon and gives various commands: "Simon says, 'Stand up.'" The children must follow the directions whenever they are preceded by the phrase "Simon says." If a command is given where the tutor does not first say "Simon says," the children are not to follow the directions. Once the children have learned the game, they may replace the tutor as Simon.

2. *Models, arts-and-crafts activities:*

Most children are very restless and enjoy doing things with their hands. Combine these action activities with learning sessions.

a. Have older children assemble models of airplanes, cars, people, etc. They must, of course, read the directions and understand what each part does. This activity can lead into great discussions on why airplanes need wings or how an engine works. Answers can be found in other books. Unfamiliar words can be written down for vocabulary enrichment. Obvious advantages of this activity are stimulation of reading interest and practice in following directions.

b. Have the child paint a picture, make a *collage*, a folded paper sculpture, a *string drawing*, a *finger painting*, or sculptures with *papier-mache*, clay, or plaster of paris. When he has completed his art project, let him write directions on how to do it for someone else to follow. The child may dictate his instructions to the tutor if he does not know how to spell the words he wishes to use. Writing directions helps the child to understand *sequential order*.

c. After painting or drawing a picture, have the child describe his work. Write down these descriptions for a reading exercise. This exercise is useful for encouraging oral expression as well as creativity.

3. *Activities with music:*

a. Have the child listen to any musical recording and then write a small composition on how the music made him feel; or let him describe how the composition developed: "It was very soft in the beginning, but then it got faster and louder and ended in a big crash." The child could also try painting the music, giving a visual description of how it made him feel. These activities are good for developing listening awareness and perception and for stimulating self-expression.

b. Children love to dance. Let them take ten or fifteen minutes of the session to play their favorite records and to demonstrate the latest dances. The tutor might teach them a folk dance from another country during one of these sessions. Later, the children may write a dance manual, giving instructions for each dance and illustrating with drawings. Such an activity helps the child realize the practical value of words—communication of ideas.

4. *Motor activities:*

The younger the child, the more restless he may become when unable to stretch or move about for some length of time. A good game which involves movement and also helps children learn the names of colors is "The Angel and the Devil." Here is a description of the game:

THE ANGEL AND THE DEVIL

(At least ten children)

Each child is given a color name, for example, RED, BLUE, YELLOW, GREEN, ORANGE, PURPLE, BLACK and WHITE. Two children are selected to play the Angel and the Devil.

The Angel and the Devil are isolated from the others while the colors are assigned to each child so that they will not know which child has which color. Those two should be sent out of the room if possible. When the colors have been assigned, the Angel and the Devil return, one at a time, to "buy" a color. The tutor moderates:

(Angel appears, knocks on the door.)

Tutor: "Who is it?"

Angel: "The Angel."

Tutor: "What do you want?"

Angel: "To buy a color."

Tutor: "What color?"

Angel: "Red."

(Angel leaves. Devil appears. RED stands to side.)

Tutor: "Who is it?"

Devil: "The Devil."

Tutor: "What do you want?"

Devil: "To buy a color."

Tutor: "What color?"

Devil: "Red."

Colors: "Get out of here!"

(The Devil, not knowing that the Angel has selected Red, has lost a turn.)

The game continues until all the colors have been selected. After all the colors have been "bought," the Angel and the Devil return together to pick up their purchases. Those colors picked by the Angel should be standing to one side and those chosen by the Devil, to the other side. The Angel and the Devil claim their colors, then face each other, with their colors lined up behind them, and begin a tug of war.

5. *Other acitivities:*

Some children may enjoy learning needlework, such as knitting or crocheting. After basic stitches have been taught, the child should be given a basic pattern which he can learn to read for himself. Following pattern directions is a good exercise.

Weaving is a good activity for helping a child learn to concentrate on what he is doing, as is needlework. Small metal looms (about nine inches square) may be found in most department stores and dime stores. These are inexpensive and easy to use. Nylon elastic loops may be purchased with the looms. The children can make potholders and rugs on these looms and will benefit from this activity. A child who has failed at other tasks will profit from the sense of accomplishment which results from having made something useful by himself.

Developing Visual Discrimination Skills

The materials listed below are designed to help the child develop habitual left-to-right eye movement, visual discrimination skills (ability to distinguish, by sight, differences and similarities in sizes, shapes and details), classification skills, ability to follow directions and motor-hand-eye coordination.

Reading Readiness Books and Kits

1. Chandler Reading-Readiness Program:
   Carrillo, Lawrence W. *Let's Look; Words to Read; Informal Reading-Readiness Experiences* (teacher's sourcebook); *Pictures to Read* (a picture portfolio)
2. Chandler Language-Experience Readers:
   Baugh, Dorothy.
   (Pre-primers):
   Paperback Picture Portfolio
   Bikes — *Swings*
   Slides — *Supermarket*
   Trucks and Cars — *Let's Go*
   (Primers):
   Let's See the Animals — *Let's Take a Trip*
3. Engelmann, Siegfried. *Distar Reading I, II.* Chicago: Science Research Associates, 1970.
   A basic instructional reading program for culturally disadvantaged and below-average students. Skill levels from preschool to second grade, designed for small groups.
4. Scott, Ralph, Ratekin, Ned, and Kramer, Kay E. R372.215 Sco85L
   The Learning Readiness System: Classification and Seriation Kit. New York: Harper and Row, 1968.
   The kit includes transparencies, a teacher's guidebook, a box of blocks, role-playing cards, and markers for use with the transparencies. The kit is designed to help children develop secondary learning activities which will allow them to reach the level of intellectual, lingual, and motivational development necessary for entering into primary learning.
5. Headstart Books:
   Lewis, Shari. *The Headstart Book of Looking and Listening.* New York: McGraw-Hill, 1966. 372.41 L588h
   ———. *The Headstart Book of Thinking and Imagining.* New York: McGraw-Hill, 1966. 372.41 L588he
   ———. *The Headstart Book of Knowing and Naming.* New York: McGraw-Hill, 1966. 372.41 L588hea
6. Sesame Street Books:
   Feltser, Eleanor B., comp. *The Sesame Street Book of Letters.* New York: Time-Life, 1970. E411
   ———. *The Sesame Street Book of People and Things.* New York: Time-Life, 1970. E300
   ———. *The Sesame Street Book of Shapes.* New York: Time-Life, 1970. E513

7. Wagner, Guy and others. *Games and Activities for Early Childhood Education.* New York: Teachers Publishing Corporation, 1967. 372.215 G145g

LETTER CARDS

Give the child five lettered flash cards. Hold up a card and name the letter on it. The child must find the card to match the tutor's, then name the letter on it. When these five letters are mastered, five new cards should be given. Later, when the child understands the game, the tutor can call the names of the letters and the child can hold up the proper card.

The game may also be played with consonant blends, words, word parts (prefixes, suffixes, roots if working on vocabulary enrichment), or pictures.

CONCENTRATION

(Any level, two or three players)

(Fifty-two vocabulary cards, twenty-six pairs)

(If the child cannot read and has a very poor sight vocabulary, the tutor may substitute picture cards for vocabulary cards.)

This is essentially a matching game. The cards are spread out on a table, face down. Each child, in rotation, turns over two cards. If the cards match, he turns over two more, and may continue until he chooses an unmatched pair. Each time a player picks a matching pair, he adds them to his stack. The game continues until all the cards are picked up, and the winner is the player with the largest stack of matching cards.

LETTERS

Skill-building activities at prereading level, in order of increasing difficulty:

Matching: Have the child match letters to other letters.

Recognition: Have the child find the matching letter in a series. (Point to a letter on a sheet or show a flashcard and ask the child to find the letter that matches it.)

Identification: Have the child find the letter in a series after it has been named by the tutor or a teammate, or have him name a letter to which the tutor or a teammate points.

Reproduction: Ask the child to write a letter named by the tutor.

Objective: Ultimately, the child must learn to use letters automatically in writing and reading.

Words can be substituted for letters in each exercise.

WORD DISCRIMINATION

1. Make two lists, using the same words, on separate slips of paper. Have the child match the words in the two lists. Give only a few pairs at a time; usually five to seven pairs.
2. Print a sentence on a blackboard or poster board and give the child word cards to arrange as the words appear in the sentence.
3. Prepare a list of familiar words for the child. Let him draw a line from the word in the first column to the same word in a second column. Or the words in the first column may be in capital letters as shown, and those in the second column in lower case.
   Example:

CAME	word
CHAIR	came
WORD	draw
MAKE	chair
DRAW	make

4. The difficulty of this type of exercise may be increased by using words that are similar in form:
   Example:

pint	paint
paint	pant
point	part
pant	pint
part	point

5. Do not limit the child's reading to short words. It is actually easier to see differences between words such as AIRPLANE and SKY than between CAT and MAT. By beginning with different shapes, the child finds it easier to make discriminations.

Commercial Matching Games

Beckley-Cardy Company, 1900 N. Narragansett
Chicago, Illinois

Picture Dominoes (No. 102). Can be a group or solitary game. *Farm Lotto, Go-together Lotto, Object Lotto, World About Us Lotto. Zoo Lotto.*

Wooden plaques are matched to corresponding pictures on master boards.

Creative Playthings, 932 Linden, Winnetka, Illinois

Perception Plaques: (A389) *Perception Faces,* for discerning differences in facial features; *Perception Clowns,* for noting differences in body features. Twelve pairs of plywood plaques with similar designs. May be used in group or solitary matching games. Rather precise visual discrimination is required.

Garrard Publishing Company, 1607 N. Market Court
Champaign, Illinois

Picture Readiness Game. A lotto game in which the match made is an exact one. There is a classifying factor, since each playing card represents a different category.

Milton Bradley Company, Merchandise Mart Plaza
Chicago, Illinois

Forest Friends (No. 4808): Players match animal pictures on the big spinner with identical pictures on the game board. The object is to reach the end of the forest path.

Candy Land (No. 4403) Each child draws a card and moves his playing piece to the corresponding color or object square on the game board.

For more activities in visual perception and visual discrimination skills, see the following books:

Gomberg, Adeline W. *A "Reading" Activities Manual to Aid the Disadvantaged.* Danville, Illinois: Interstate Printers and Publishers, 1966. 372.141 G585r

A useful book for those working in camps, recreational centers, tutoring programs, and community projects. Primarily a collection of methods, materials and techniques arranged by age group so that materials may be adapted to hold the child's interest.

Hurwitz, Abraham, and Goddard, Arthur. *Games to Improve Your Child's English.* New York: Simon and Schuster, 1969. 372.6

The emphasis is on language learning—reading, spelling, oral language. Games are indexed according to skill taught.

Karnes, Merle B. *Helping Young Children Develop Language Skills.* Washington: Council for Exceptional Children, 1968. 371.96 K147h

While the games and activities of this book are most appropriate for children below the age of nine, one can easily adapt the techniques for older children. Emphasis is mainly on learning readiness skills, in which disadvantaged children are most deficient. The contents are arranged according to skills taught.

Developing Auditory Discrimination Skills

MATCHMAKER

(One to four players; paper and pencil)

Each player has to think of as many words as he can which rhyme with the word given by the tutor. The tutor may say, for example, "How many words can you find that rhyme with dish?" Each child then begins writing or reciting a list of words. The one who has the longest list is the winner.

When the game is played by one child, the tutor may give one point for each word listed.

RHYME DICE

Intermediate level (can recognize words by sight)
(Two to four players; dice)

Dice may be wooden or plastic cubes, such as children's alphabet blocks, or of folded and pasted construction paper. If blocks are used, the tutor has the advantage of being able to change the words on the faces of the cube easily and of having a longer lasting dice.

Mark each of the six sides of a cube with a word that will rhyme with words appearing on other dice. Up to six cubes may be used. If four cubes are used, for example, the words CLIMB, DIME, CRIME, and TIME might appear on the four different cubes. If possible, try to find rhyming words that differ in spelling, such as HEARD and BIRD.

Procedure: When there are two players, each is given two cubes. Any other cubes may be used to replace the first two later in the game. Players must call out words when they are turned up, so that they will notice the sound of each.

If a player turns up two words that rhyme, he scores one point and is allowed to throw the dice again. Unless he again turns up two rhyming words, the play moves to his opponent.

Using three cubes, one point may be given for throwing a rhyming triplet, and the same cubes may be used by both players.

Another variation is to use four cubes, both players using the same four. The scoring possibilities are: no rhyme — lose turn; two rhymes — one point; three rhyming words—two points; four rhyming words — three points; two pairs of rhyming words — four points.

Depending upon the number of players, each player can have two dice, or all players may use the same cubes.

RHYME DICE VARIATIONS

One side of a cube may be marked with a star or an "x" indicating that it is "wild" and may be used as the player likes. If the child turns up a word (for example, CAT) and a star, he must think of a word that rhymes with the word turned up. The point value is the same as if a matching word had been turned up.

For children who are unable to recognize words, pictures may be used on the faces of the cubes. The game will then be played as described.

Below is a suggested list of words which may be used for picture cubes:

tree-bee-key	moon-spoon	book-hook
door-store-core	cake-rake	boat-coat
cat-hat-rat	car-jar	bed-red
fan-pan-can	dish-fish	rug-bug
eye-tie-pie	mouse-house	chair-bear
dog-hog-log	feet-meat	school-stool

NAMING OBJECTS

This exercise helps to develop awareness of initial sounds in words. Have the child name things belonging to a limited category (such as "foods") which begin with a particular sound. For example, the tutor might say, "Name some things to eat that start with *b*, as in *bread*."

GRAB BAG

This game emphasizes initial sounds. A bag or box is filled with objects brought in by the tutor or the children. Objects used can fit into particular categories, or may be selected at random. Each child in turn picks an object from the bag, and without showing it to the others says, "I have something which starts with *b* like *ball* and *bat*. Can you guess what it is? The children must then try to guess what he has chosen. The player who guesses correctly then takes a turn, and so the game continues.

RHYMING WORDS

The tutor should read poetry and jingles to the child, asking him to listen for the rhymes.

LISTENING EXERCISES

The tutor should, if possible, get a collection of sound-effects records or tapes. If a tape recorder is available, the tutor may want to tape various sounds with which the children are familiar—for example, a chair being pulled across the floor. The children should close their eyes when the tapes are played and try to imagine what could make a sound like the one heard. Children can write down their guesses; or the tape can be turned off after each selection and the children can discuss with the tutor what the sound reminded them of.

As an exercise in imagination, the children can listen to a series of five sounds. They should be instructed to use their imaginations and think of something unusual that sounds remind them of. For example, the tutor might demonstrate the exercise by saying, "Listen to this sound. (Plays sound.) It reminds me of a window breaking, or of bottles breaking. (Plays again.) But now I'm using my imagination, and it sounds like bells. (Replay.) This time I'm *really* going to use my imagination. Listen! Now it sounds like laughter."

Once the children understand the exercise, it may be used to stimulate creativity before they are asked to make up stories or listen to a fairy tale.

BLENDING EXERCISES

1. Before *blending* can be taught, the child must be able to hear sounds in words. Many nonreaders are unaware that words are blended sounds.
2. Training can begin with *phonetic analysis* (listening for separate sounds) of words with which the child is familiar. The tutor should say the word slowly, making each part of the word distinct and clear. The child can then tell the tutor how many sounds he hears as the word is slowly pronounced.
3. When the tutor introduces the consonants, time should be taken to sound out each one. The tutor might show the child how the mouth is held for each sound, and how the tongue and lips help to produce the sound. At the end of the practice session, the tutor should read a funny story which makes use of the sound taught, or the tutor can teach the child a song or tongue-twister using the new consonant.
4. Consonants and blends should not be learned as isolated sounds, but as the sound that starts a "key" word. A board like the one across the page may be made by the tutor. If possible, the pictured objects should be things the child is familiar with. The child should learn to associate the letter with the key word instantly. When he sees the letter, he should be able to recall the picture; when he sees the picture, he should be able to recall the beginning consonant. The use of key pictures is to prevent the child from adding "uh" sound to consonants which cannot be pronounced alone. (A good example is *r* which is often pronounced "Arrr-h.)
   The child should learn that a consonant sound is a "way to hold your mouth" and is not sounded until the following vowel sound is known.
5. The vowel sounds can be taught by means of key words also. It is less confusing to slow learners if one vowel is introduced at a time. Sounding of a word should not be started until the child is sure he knows each consonant sound in the word.
6. When the child begins to blend sounds, he must not be allowed to pause between the sounds. If he blends too slowly to catch the word, he should be urged to blend faster until he can hear the word.
7. In the beginning, the child should blend sounds slowly and audibly. As he gains skill and confidence, he should be able to do most of the blending silently by "thinking" the sounds in sequence.
8. Practice words for blending exercises:

Short *a*	Long *a*
hat	cake
man	page
lamp	safe
ask	pane
flag	ate
cap	name
Short *e*	**Long *e***
red	feel
smell	sleep
rest	feed
step	me
pet	tree
send	week
Short *i*	**Long *i***
fish	ice
twig	bite
him	wide
hit	like
tin	find
brick	mine
Short *o*	**Long *o***
hot	home
doll	no
of	nose
top	pole
box	cold
clock	most
Short *u*	**Long *u***
dust	cube
rub	blue
but	huge
sun	cute
bump	use
up	true

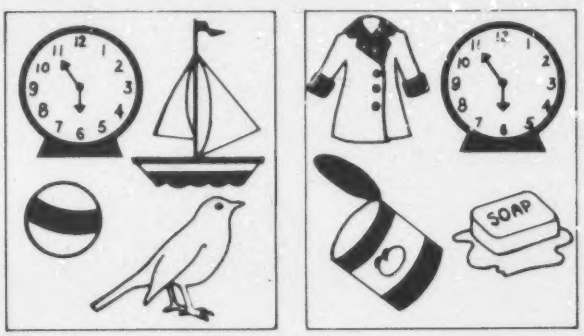
9. After practicing a list of words for each vowel sound, the child should be given a mixed list—for example, a list mixed of short *a* and short *i* words.

SOUND CHARTS

Sound charts are especially practical for helping nonreaders to learn blending and to improve their ability to distinguish parts of words.

The tutor should collect pictures from magazines (or perhaps sketch them) of common objects: animals, household objects, foods. These pictures can be pasted onto charts (sheets of poster board; 24x30 inches is a good size) according to similarity of sound. (This similarity can be of internal rhyme or initial sound.) For example, a picture of a bear and a chair might be placed on the same chart. It may be best to start with beginning consonant sounds and group all pictures accordingly. Later the tutor can group them according to internal rhyme.

The tutor should point to two similar pictured objects and say, "Do they begin with the same sound?" or "Do they rhyme?" Of course there should also be nonrhyming groupings so that the child has to learn to make the distinction. Below are some examples:



Perceptual Training

I WENT TO THE STORE

(Two or more players)

There are many variations to this game. One can either begin with the phrase "I went to the store and bought a _____," or "I went to the store, and on the way I saw a _____." Each player adds a word, beginning with the next letter of the alphabet. Thus, the play may begin:

First child: "I went to the store and bought an apple." (The next player must say the first word, then add one of his own).

Second child: "I went to the store and bought an apple and a banana."

A player is out of the game when he fails to remember the list of items "bought" by the players before him. At first children tend to think of rather common objects to add to the list, but as they enter into the spirit of the game, the items become more and more fantastic and there is an attempt to outdo the player ahead.

PICTURE JUMBLE

BEST COPY AVAILABLE

Read a story and show pictures illustrating it in sequence. Then mix the illustrations and ask the child to arrange them in the proper sequential order, retelling the story as he arranges them. This exercise not only aids in memory training, but also helps the child to develop reasoning ability and to recognize cause and effect.

Mixed Media Instruction

TELEVISION

1. Schedule television viewing for the last half hour of the tutoring session.
2. Find out what children's program is scheduled for that time. Plan to watch it several times.
3. The child's perception (awareness of what is taking place) can be guided while he is watching TV. During an informal discussion of the program that may follow viewing, the child can relate the sequence of events and give other indications that he has followed the story line and understood. The tutor should not directly question the child about the program but should begin a casual conversation.
4. Comedy is good for attention training, and story hours help the child learn to follow a story line.

FILMS AND FILMSTRIPS

Show a five-minute film or filmstrip halfway through and let the child finish the story, either orally or in writing. Continue the film so that he can compare the endings.

SLIDES AND PHOTOGRAPHS

Slides or photographs taken by the tutor or the children, either of field trips or of center and community activities, help tutoring sessions take on more vivid, concrete meaning. Photographs are excellent beginnings for the creation of a story. The child can write or tell a story based on them, or the tutor can ask him to identify the objects shown. The names of these objects can then be included in his vocabulary list.

GRAB BAG

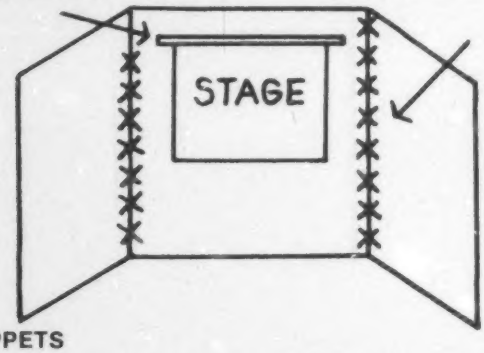
This game is to encourage elaborate language, to develop concentration and memorization skills. Objects are placed in a bag (a shopping bag will do) and each child is asked to pull an object from the bag and describe it. In so doing, he will have to call upon experiences from activities which took place on preceding days or from experiences in play, school, church or shopping trips. Objects should be varied and unusual. It is good to include some chart or game played earlier in the week.

PUPPET THEATERS

Puppet theaters complement and give additional support to self-expression. A theater can be a curtain hung across a doorway or a grocery store carton. For a store carton theater, use three panels and cut away the rest. A heavy twine lacing the two outside panels with the center panel allows for easy folding and storing. Cut a twenty-four-inch

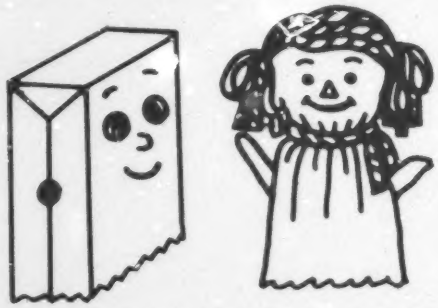
BEST COPY AVAILABLE

square in the center panel to serve as a stage. A straightened coat hanger should be attached to the top to add stability and to serve as a rod for the stage curtain.

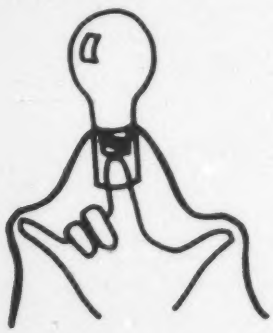


PUPPETS

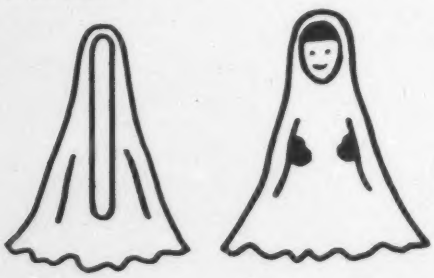
1. Puppets may be made from grocery bags, decorated with construction paper, magazine photos (eyes, mouths, etc.), yarn, cloth scraps, newspaper strips (for hair), tempera paints or crayon. (The children may enjoy making these themselves. as a "recess" activity.)



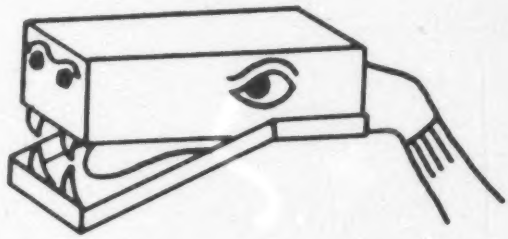
2. Light bulb or inflated balloon heads may be attached to a colorful cloth "body." The light bulb or balloon may be papier mached and painted when dry. A tissue or waxed paper cardboard roll should be attached to the base of the light bulb, through which a finger is inserted.



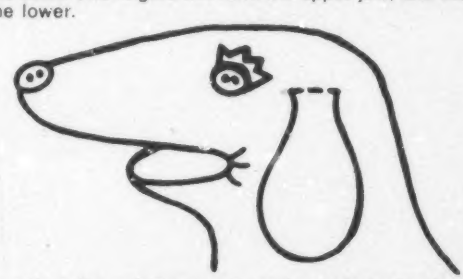
3. Drape a handkerchief over a tongue depressor or popsicle stick. Paste a face cut from a sheet of construction paper at the top of the stick.



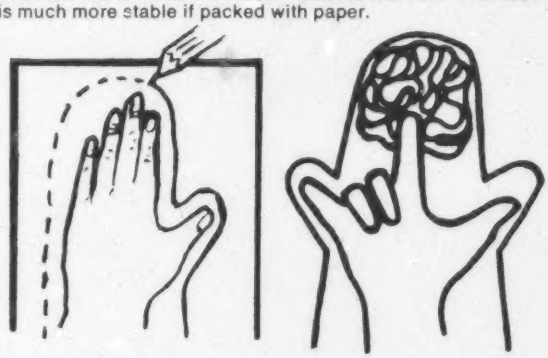
4. Animal puppets, such as crocodiles and horses, may be made from shoe boxes. Cut one end from the bottom of the box and cut slits in the lid about one-fourth of the way down. Crease the lid at the slits, so as to have a flapping mouth. Staple a piece of cloth where the tongue would be so that two or three fingers inserted will not be seen. Attach the lid of the box at the "neck" and insert a hand into the opening at the back and under the tongue.



5. Using a clean sock, lay the sole down on a piece of red or pink material, trace around it, and cut out the material. Stitch the cloth to the sole of the sock and add buttons to the top for eyes and nose. Insert the hand into the ankle of the sock. The fingers will form the upper jaw, and the thumb the lower.



6. A pattern for a cloth puppet can be made by tracing around the child's or the tutor's hand. Fold the pattern in half, so that both sides are identical. When cutting the cloth, leave about half an inch around the pattern for stitching. Cut two pieces of material and stitch together. Turn inside out and decorate the exterior with facial features and hair. The head is much more stable if packed with paper.



BEST COPY AVAILABLE

RECORD PLAYER

Play recordings of children's stories. Have the child listen for details and ask questions about the story later. The child may be asked to retell the story or to arrange pictures illustrating the events of the story in sequential order. This exercise is good for *listening skills* and encourages the child to pay attention and to follow a story line.

TAPE RECORDER

1. Tape the Dolch Word List. (See bibliography.) The tape will present groups of five words for which the child should have flash cards. He should have the cards in the same order in which the words appear on the tape. When the tape says "Look at word #1. It is COME," the child should have that card before him.
2. The tape may be used as a drill. The child can play each part (group of words) as often as he likes, until he knows them. To test himself, the child should play the taped directions: "Put a '1' in front of the word that says COME. Put a '2' in front of the word that says JUMP," writing the correct numbers on a prepared sheet of words. He may then check his answers with an answer key.
3. The child will enjoy taping his voice and having it played back. Show him how to operate the recorder. (Be sure he knows how to use it.) Let him record songs, stories, or even nonsense in the beginning, so that he will feel at ease using the recorder. (Tape can easily be erased, so there is no waste.)
4. Use the recorder to present lessons that the child can work on by himself. (If possible have earphones, so that one child's work will not disturb the others.) Tape exercises with long pauses, followed by the correct response. The child can then answer himself and quickly know if he is correct.
5. Give the child a series of numbered pictures to which the tape will correspond. For example, the tape might play: "One. This is a dog." The child will then be asked to add sentences about the picture: "Tell me about the dog."
   "This is not a cat."
   "This dog is brown."
6. Let the child tape a story, which may be transcribed by the tutor and made into book form.

   Story ideas: "What if . . . I could read other people's minds?
   . . . there were no rain?
   . . . animals could talk?
   . . . I didn't have to go to school?
   . . . kids ran the world?"

   This exercise is especially good for older students for whom few high interest—low vocabulary materials are available.
7. Record a reading of one of the child's stories. Let him read the text as the tape plays. Following along is a good means of teaching enunciation and vocabulary, and of holding the child's attention.
8. Tape special language patterns with which the child has particular difficulty. Have the child listen to a language pattern, then repeat what he has heard into the microphone. When he has completed the drill, he should play back the tape and compare his recording with the master recording. (Two recorders will be needed for this exercise.)
9. Tape each member of the group reading one line of a poem. Listen; repeat the taping and listening two more times. By the third taping, the entire group should be totally involved and have a greater depth of understanding and appreciation of the poem.

TAPE DRILLS

a. Make certain that the child knows the purpose of the drill. He should always be prepared for what he will hear.
b. In substitution drills, show him an example of the pattern and the changes he will have to make.
c. Keep the drills as short and to the point as possible.
d. Be sure that the child knows what every word in a sentence means, and that he can recognize each word when he hears it on tape.
e. Drills should be completely oral.
f. Drills and tests should not be given at the same time.
g. Whenever possible, provide a pause on the tape so that the child can repeat what he has heard. Follow the pause with the correct response for reinforcement.
h. Patterns should be presented in context, and the student should be familiar with the context before the patterns are drilled. The drills should be relevant (they should not be separate or unrelated activities, but should illustrate, relate to, or reinforce instruction).

III. IMPROVING READING SKILLS

Introducing New Words

FLASH CARDS

The flash card is a good method for introducing new words. The words presented are large and isolated. The tutor should pronounce the word while holding it up for the child to view, have the child pronounce it, then go on to the next word. After presenting about three words, go back to the first word. A review is necessary each session until the child is able to recognize the words. See games in the section on "Word Recognition," page 25, to use in reviewing new words. The exercises listed in the "Word Meaning" section, page 23, will also be helpful.

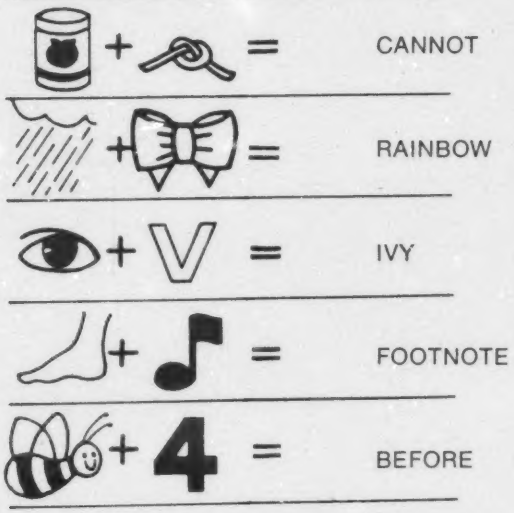
REBUSES

This exercise helps the child recognize words and associate them with their sounds. Pronunciation of unfamiliar words may be taught by showing rebus pictures or symbols which represent a syllable or a word. Make sure the pictures and symbols are familiar objects to the child. The tutor asks the child to name the symbols.

Tutor: (pointing to picture of tin can) "What is this?"
Child: "A can."
Tutor: (pointing to picture of a knot) "What is this?"
Child: "A knot."
Tutor: "Put these two words together and you have CANNOT. A new word, which looks like this." (She writes CANNOT.)

When he has learned the associations, give him another list on which words must be matched to the correct rebuses.

EXAMPLE:



SCRAMBLED LETTERS

Form new words with Scrabble tiles. Mix up the letters of each word after the child has had a chance to look at it. Put the letters into a small envelope and write the word on the front. Let the child unscramble the letters and spell the word according to the model on the front of the envelope.

TAPES

New words may be taped as follows: pronounce the word, spell it, give a synonym or definition for the word, use it in a sentence, then pronounce it a final time before going to the next word. The child should have flash cards for all the words, arranged in the same order in which they appear on the tape. The tape session might proceed as follows: "The first word is LARGE. L-A-R-G-E. LARGE means BIG. The elephant is a large animal! LARGE."

FINDING NEW WORDS

BEST COPY AVAILABLE

The tutor doesn't have to worry about providing new words for the child to study. Each new reading selection will contain words with which the child is not familiar. Some books list the new words before the selection. The tutor might make flash cards of these and review them with the child. Whenever the child raises his reading level (that is, begins to read more difficult books or books on a higher grade level than those he read previously), there will, of course, be a whole new vocabulary for him to learn.

Spelling Games

ADD-A-LETTER GAMES

In games of this type, the child must form words by adding letters either to a group of letters, a word formed by another player, or a letter given earlier in the game. Many variations may be found of this basic formula. For instance, in games such as ALPHABET CHESS, COINING WORDS, and other board games, a square of twenty-five smaller squares is prepared. A letter of the alphabet is written in each small square, and the player must move or jump from square to square in order to form words.

I	T	G	W	D
C	E	L	K	P
A	N	R	O	F
B	Z	J	Y	U
S	L	H	M	V

Most Spelling Games require that the player add a letter to the growing "chain" of letters in order to form new words. For instance, the first player may give a letter — I — and the second player will have to add a letter so as to form a word —IT. Word pyramids can be formed in much the same way, only the words are written under one another:

I
IN
PIN
PINE
SPINE
SPINET

Common variations of the chain games are the GHOST games, in which a limit is placed on the number of letters that may be used. (If words of only five letters were allowed, the third player in the example that follows would have to choose a different word.) When a word is completed, the player adding the final word becomes a fifth of a G-H-O-S-T; when he becomes the T, he is out of the game.

BEST COPY AVAILABLE

1st player: (thinking of SHARE) "S."
2nd player: (thinking of SURE) "U."
3rd player: (thinking of SURPRISE) "R."
4th player: (thinking of SURE) "E."

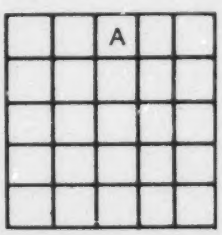
(The fourth player has now completed a word and becomes one-fifth of a ghost.) The GHOST games may be played by forming words backwards, on graph paper or grids on a blackboard, by inserting letters before as well as after other letters, or by inserting letters before, after, and in between other letters.

WORD GRIDS

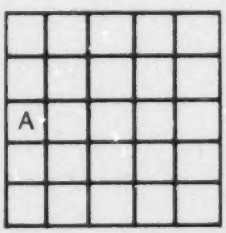
Each player is given a grid made of five rows containing five squares each. The first player thinks of a five-letter word which could be written horizontally, vertically, diagonally, or even backwards in the squares on his grid. He calls out any letter of the word, then writes that letter in its appropriate box. His opponent, thinking of his own five-letter words, writes the letter named in any box he pleases so as to spell his word. Both players are careful not to show their charts to one another. Now the second player names a letter and writes it on his chart. The game progresses, each player taking his turn, until all of the boxes have been filled.

SAMPLE GAME:

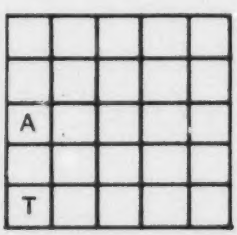
Player A: "A" (Thinking of PLANT)



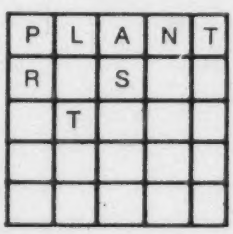
Player B: (Thinking of START)



Player B: "T"



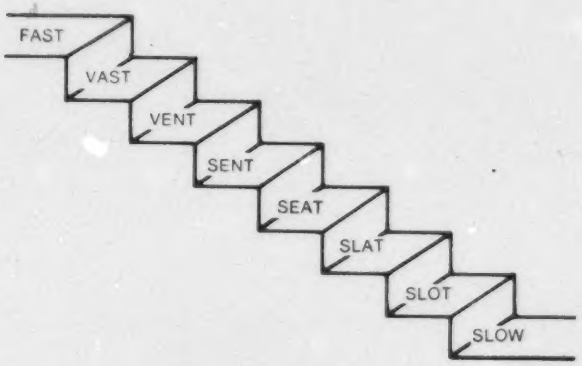
Player A (At end of game)



CLIMBING THE STAIRS

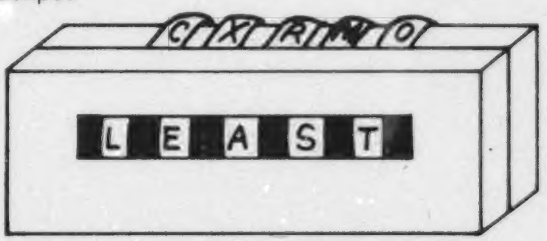
Similar to the add-a-letter games, this game requires the child to change one letter at a time in a word so as to form a new word.

The top and bottom step of the staircase are words of equal length which are in some way related, e.g., they may be antonyms or synonyms. The object is to reach the top step by changing one letter at a time in the word on the bottom step. To make the game easier use fewer steps, giving word clues such as *seat* and *vest* along the stairs, or giving the child one word and letting him make his own staircase.



JACKPOT

Three to five ribbons stamped with the letters of the alphabet are threaded through a slit in the lid of a shoebox. The child is able to manipulate the ribbons so as to form three-, four-, or five-letter words by pulling each ribbon until the necessary combination is obtained. When the letters are found which form a word, the player has hit the jackpot.



It is best not to arrange the letters in alphabetical order, for then there is no challenge nor surprise involved.

PUT-TOGETHERS

Games of this type involve compounding words, i.e., making large words from small ones. In one variation, the first player calls out a word which can be added to another to form a compound word. The next player completes the word or, if unable to complete it, challenges the first player to give the correct word. The first player loses two points if he cannot meet the challenge.

As another variation, a set of cards can be made, in which there are pairs of words which go together. Players may draw cards from a deck or from one another, making pairs of the words which form compound words. The player with the most pairs wins.

Sample words: FIREFLY, SIDEWALK, LANDLORD, GRAVEYARD, LIPSTICK, HANDBALL, COWBOY, AIRPLANE, WINDMILL, ICEBOX, SANDBOX, SHOWDOWN, BOOKMOBILE, MAILBOX, MILKMAN, TREETOP, FOOTBALL, BASEBALL, BASKETBALL, TOUCHDOWN, YEARBOOK, SEASHORE, CARPET, BATMAN, RACETRACK,

BEST COPY AVAILABLE

RAINDROP, SNOWFLAKE, DISHPAN, HINDSIGHT, FLASHLIGHT, BATHROOM, BEDROOM, SUNDAY, DOGHOUSE, CARPORT, DOWNTOWN, HAIRNET, TOOTHPICK, TOOTHBRUSH, BLUEBIRD, PINEAPPLE, GRAPEFRUIT, TABLECLOTH, SLEEVELESS, EYEGLASSES, SHOELACE, HANDSOME

Finally, the tutor may have the child make up a list of compound words. To make the exercise more interesting, ask for a list made up of a single class of things, such as articles of clothing or fruits, each item a compound word.

WORD SOLITAIRE

Needed: a deck of blank playing cards.

One hundred and four cards should be prepared as follows. (Number indicates number of cards which should be made for each letter.)

A-9	F-2	K-1	P-2	U-4
B-2	G-3	L-4	Q-1	V-2
C-2	H-2	M-2	R-6	W-2
D-4	I-9	N-6	S-4	X-1
E-12	J-1	O-8	T-6	Y-2
				Z-1

A set of scrabble tiles can be used instead of cards. The object of the game is to spell words according to a model supplied by the tutor. All cards are placed in a stack, face down. Tiles may be put in a paper bag.

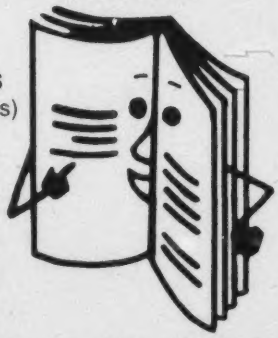
The player must draw one card or tile at a time. If he is able to use the letter drawn, he may place it on his model in the proper position. If he is unable to use the letter drawn, he must continue to draw singly until he can complete the model. When the supply of cards or tiles is exhausted, the unused cards are turned over—or the tiles replaced in the bag—and the play continues.

If a child already knows how to spell many words in a simple vocabulary, the game may be used as a review, no model supplied, and the child is free to form any words he chooses with the letters drawn.

SAMPLE GAME WITH MODEL:

```
      H
    LAND
  PIN   FRIEND
 SEND   U   O
CLOSES BUNNY T
 ANT ONES O HOUSE
 K   MINE U I A
 E  TENT    N Y
     E      GUESS
```

Word Meaning



TALKING DICTIONARIES
(Four or more participants)

When several children have learned new words in their enrichment exercises, a review may be given in the form of a guessing game. All players must be familiar with the list of words, and each player should be able to give accurate definitions of about three words. He should also be able to spell the words, or at least know how many letters are contained, so that clues may be given as to initial sound or word length.

Each player then becomes a dictionary page containing three or four words. He gives clues so that the others may guess his identity. Clues are given in the form of definitions (which may simply be synonyms), and the other players must guess the words which belong to the definition. The player who supplies the correct word for the definition then takes a turn.

SAMPLE GAME:

"I'm an open space between rows of seats."
"I'm found in churches and theaters."
(AISLE)
"I warn of danger. Sometimes I am a bell or siren. My first letter is A."
(ALARM)

PICTURE DICTIONARIES

Interest in words and word meanings is sometimes stimulated by making picture dictionaries. A supply of old magazines and newspapers, or even better, old mail-order catalogues, is needed. Children may collect pictures of unfamiliar objects (some the tutor might provide), glue the pictures into a binder (perhaps made from construction paper and butterfly fasteners), and label the pictures. About an unfamiliar object the child may ask the tutor, "What does it do?" or "What do you do with it?" and in this way get some idea for a definition or description of the object. Even words the child knows but has difficulty remembering can be placed in the dictionary (provided the words are nouns).

An "action dictionary" might be made for verbs. Pictures of sports activities, children running or jumping, traffic along a freeway, and other scenes of motion can be collected and labeled with a short descriptive sentence. For instance, a newspaper clipping of a traffic jam might have the caption "cars stalled" or "traffic halted." The purpose, of course, is to find ways to use words the child would not find in common use in his home or community. With other parts of speech, where a representation is not to be found, the child may find "other words" to explain the meaning of the new word.

DIALECT DICTIONARIES

Children from homes where only nonstandard or informal language is spoken must become familiar with the vocabulary and pronunciation of Standard English. In so doing, they may enjoy making dictionaries, defining the words in one dialect in terms of the other. Spanish-speaking children may also benefit from such an activity, but it is recommended that pictures be substituted for the Spanish words wherever possible; a dictionary made up solely of words encourages translation but does not stimulate thinking in the new language.

For speakers of southern black, Appalachian, Cajun, or American Indian dialects, such dictionaries are useful for familiarizing the child with words as yet unknown to him that he will encounter in books. It is easier, for example, for a child to learn "frying pan" when he knows that it is the same thing as "skillet" or "spider," or the use of the word "party" as synonymous with "jam" or "set."

The child can devise his own system of marking so that he will be able to pronounce the unfamiliar words. The tutor should make sure, however, that he is able to divide words into syllables and knows word parts. The way he wishes to distinguish the different sounds will be left to his choice.

ACTIVITIES FOR DIALECT STUDY

Children can learn to enjoy studying dialectal differences when plays, songs, and poems or stories are presented in dialect. Tutors may find recordings of identical songs, performed by artists who use different dialects, and let the children listen for the differences. *Care should be taken that no derogatory remarks are made in discussions of dialects.*

Children can write plays in which characters speak differently. It might be a good idea to use foreign dialects as well as different American ones. The children should realize that *communication* is the important function of language, and that making oneself understood is the goal of each individual.

The following is a list of books which may be useful in planning dialectal activities:

Everttts, Eldonna L., ed. *Dimensions in Dialect*. Champaign, Illinois: National Council of Teachers of English, 1967. 372.6 Ev27d

Discusses the use of poetry, vocabulary books, dictionaries, and other resources in teaching children with dialectal backgrounds. Includes articles on teaching English to American Indian children and teaching language and reading to disadvantaged black children.

Manuel, Herschel T. *Spanish-speaking Children of the Southwest: Their Education and the Public Welfare*. Austin, Texas: University of Texas, 1965. 371.98 M319s

Chapter 11 is useful in planning language programs for Spanish-speaking children or any other bilingual group. Offers suggestions for teaching reading and discusses the special problems of the bilingual child in learning to use the English language effectively.

Phillips, Nina. *Conversational English for the Non-English Speaking Child*. New York: Teachers College Press, Teachers College, Columbia University, 1968. 372.65 P545c

A language activity manual.

Baratz, Joan C. and Shuy, Roger W. *Teaching Black Children to Read*. Washington, D. C.: Center for Applied Linguistics, 1969. 372.4 T22t

Primarily a linguistic analysis of black speech in low-income urban areas, with a discussion of social implications of nonstandard usage. Offers the teacher an in-depth description of the structure of the dialect.

Riessman, Frank. *Play It Cool in English*. Chicago, Illinois: Follett, 1967. 372.6 R446p

Includes a *bidialectal* dictionary reflecting the dialect of the inner city black American of the late sixties. Since dialects are constantly evolving and words fall out of use at a quicker rate than in standard language, the dictionary may be outdated. However, some of the expressions may still be used and will provide interesting reading for the disadvantaged black child.

Tireman, L. S. *Teaching Spanish-speaking Children*. Albuquerque, New Mexico: University of New Mexico Press, 1951. 371.9872 T515t

Discusses language instruction through the grades.

THESAURUS ACTIVITY

As soon as the child is familiar with a third- or fourth-grade vocabulary, he may be introduced to the thesaurus. Show him how to use the book; then ask him to supply synonyms from the thesaurus for a given list of words. As he becomes more familiar with the book, and his interest and confidence grow, he and the tutor might discuss the varying shades of meaning among the synonyms listed. He might come to realize that a synonym does not mean *exactly* the same thing in all cases, and to understand why so many different words can be used to describe an event or name an object.

Recommended thesaurus for intermediate children:

Greet, W. Cabell, Jenkins, William A., and Schiller, Andrew. *In Other Words: A Beginning Thesaurus*. Glenview, Illinois: Scott, Foresman and Company, 1968. 372.6 G85i

WORD MEANING EXERCISES

Collect pictures from magazines and newspapers in which some activity is shown. Attach the pictures to sheets of heavy paper, and below the picture attach a descriptive paragraph relating to it. For each picture card, a 3x5-inch index card

should be prepared bearing seven or eight questions based on the paragraph. (These items may be kept in a large envelope.) The questions may be of increasing difficulty, and they must be worded in such a way that it is necessary to know the meanings of words in the paragraph to answer them. On a second 3x5 card, synonyms for the words in the paragraph may be listed.

Words should be discussed in such a way that the child must relate the words to his experiences. For instance, in discussing words such as WHEEL, BRIGHT, and INTO, the tutor may ask questions like the following: "How many things can you think of that have wheels?" "How many kinds of wheels do you think there are?" "How would you describe something that is bright?" "Is there a difference between INTO and THROUGH?" "Let's think of things that go *into* or *through* things." (Suggest, perhaps, people going *into* a building, a swimmer diving *into* a pool, a rock thrown *through* a window, a car going *through* a tunnel.)

Definitions are enriched by discussing qualities or uses of things named. Children seem to like responding to questions *about* a word rather than merely repeating the word. Make use of this interest when discussing word meaning. Leading questions to be considered: "What does it do?" "What do we do with it?" "How can we tell when something is (beautiful) (full) (round)?" "Can you give an example of something that is _____?"

Find pictures to illustrate different meanings of a word. Mount the pictures and write a descriptive sentence containing the illustrated word beneath the picture. Example: Two kinds of CRANE: a bird and a machine; two uses of SUIT: a suit in playing cards and a garment.

List emergency words such as DANGER, EXIT, FIRE, SLOW, RAILROAD CROSSING, POISON, DETOUR, WATCH YOUR STEP and discuss the importance of knowing the meanings of these words. Allow the child to elaborate on any story he may wish to tell about emergency situations he has witnessed or heard about.

WHOLE WORDS

Children's names (names of the child's friends) can be used to make the child aware that words represent things.

Colors can be taught by writing the name of a color on the color of paper. The colors may be used in various contexts.

MIX		NEW COLORS
RED and YELLOW	make	ORANGE
BLUE and YELLOW	make	GREEN

Questions:

1. What things are orange? Green?
2. What is your favorite color?
3. What color is the sky today?

LEARNING ADJECTIVES AND ADVERBS—EXPERIENCE METHOD

The child may make an experience book to understand what is meant by words like SMOOTH, ROUGH, and SLIPPERY. On each page of a scrapbook, let the child attach a piece of material to illustrate the texture desired. For instance, a small square of sandpaper may be used to illustrate ROUGHNESS, a piece of silk for SMOOTH, cotton ball for SOFT, a ribbon of aluminum foil or waxed paper, down which he can slide his finger, as an example of something SLIPPERY. An "experience box" may also be kept for storing HARD things, like rocks.

In motor activities, the child can become familiar with concepts like FAST, QUICKLY, DREAMILY, LAZILY, and SLOWLY. A charade-like game, or rather a pantomine, may illustrate the various speeds or types of movement and characteristics of actions described by common adverbs.

Although most children are familiar with words describing actions, they are often, when reading, unable to picture the kind of action described. In a story about a car *ZOOMING* down a highway, for instance, the tutor might make use of gestures, such as a swoop of the hand, to illustrate what is meant.

DEFINITION BINGO

BINGO cards should be made using the words recently learned in a vocabulary enrichment exercise. The children should be familiar with the meanings of the words. In some instances, pictures may be substituted for words, and a mixture of words and pictures on the card will be more interesting.

The game is played exactly like BINGO. (See "Word Bingo, below.) Definitions of words are typed or printed on slips of paper, folded, and placed in a box. The tutor can draw a slip and call out the definition, having the children cover the correct word with a BINGO marker.

CROSSWORD PUZZLES

Children's crossword puzzle books may be easily obtained, but the tutor can also make puzzles. Those puzzles made by the tutor have the added advantage of containing specific words on which the child needs work. To make a puzzle, it is necessary to write the desired words horizontally on a sheet of paper. Attach words vertically with other words. Fill in black spaces between words and number the word squares. Now write the clues (synonyms or definitions).

Word Recognition

WORD BINGO

Materials: BINGO cards

Make BINGO cards, five spaces wide and six spaces long. Seventy-five words may be reviewed, letting each vertical row contain words beginning with particular letters of the alphabet. For instance,

BEST COPY AVAILABLE

the first row might contain words beginning with the letters A through E, the second row, F through J, the third K through O, the fourth P through T, and the fifth the remainder of the alphabet. Several cards may be made so that, as the children become familiar with the game, they can play with more than one card. A master card should also be prepared, containing the seventy-five words to be reviewed arranged in the correct alphabetical rows for easy checking.

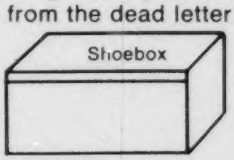
Write the vocabulary words on slips of paper about half an inch wide. Fold the slips into small squares and place them in a box so that they can be shuffled. Draw one word at a time, calling it out as in BINGO: "First column, ALSO." The game is played like BINGO—the first player to cover five spaces horizontally, vertically, or diagonally wins.

A-E	F-J	K-O	P-T	U-Z
ALSO	JUST	LESS	SIZE	UNLESS
EITHER	FARE	NONE	QUIT	VALUE
BELOW	GIFT	FREE SPACE	RIGHT	WHICH
DEW	ICICLE	MUSIC	TIGER	YET
CAUSE	HARSH	KIND	POOR	ZEBRA

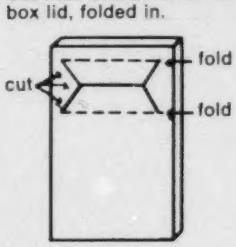
POST OFFICE GAME

Make a mailbox and a "dead letter office" (see instructions following). Prepare a set of two-inch-square vocabulary cards. Place each vocabulary card in a small envelope. (A stamp can be drawn on the envelope; or the reverse side of the card can serve as a post card.)

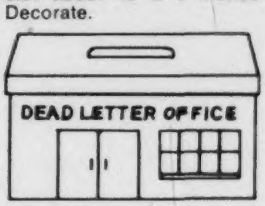
Give the child the envelopes to mail. Let him go through the vocabulary cards, dropping into the mailbox all the words he knows. (These words may be later sent to another child to study.) The words he does not recognize go into the dead letter office. The next time the game is played, the child should use the words from the dead letter office.



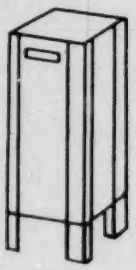
Cut mail chute—a slit in the box lid, folded in.



In second shoebox lid, cut slot about ½ x 3 inches. Decorate.



Fold strips of cardboard and paste on corners of box, letting ends extend to make mailbox legs. Strips will also hold lid in place.



Decorate with paint or cover with colored paper.

WORD BOOK

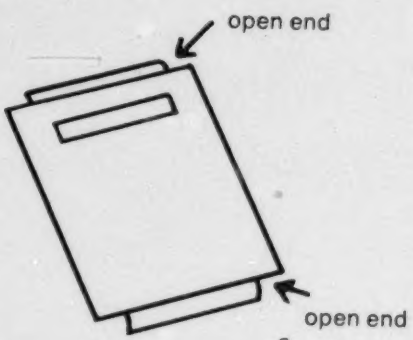
The child may make a book of unfamiliar words. He can copy from flash cards the words he has difficulty recognizing, putting them into a book made from several sheets of paper stapled between two sheets of construction paper. Let him take the book home with him to study.

To learn the names of objects, the child can paste pictures beside the appropriate words in his book. As the words are learned, he can remove them from the word book.

LINE VIEWER

Materials: Large manila envelope or two sheets of colored paper that have been pasted or stapled along lengthwise edges.

A viewer may be made from the above materials. Two inches from the top edge of the manila envelope—or the colored paper—cut an opening about six inches across and half an inch high. (If an envelope is used, also cut the flap off the top and slit the lower edge.)



Prepare a text or a list of words on a sheet of paper six inches wide. The child can pull this sheet through the ends of the envelope and read the words as they appear in the viewer. The speed with which he moves the sheet indicates his rate of recognition.

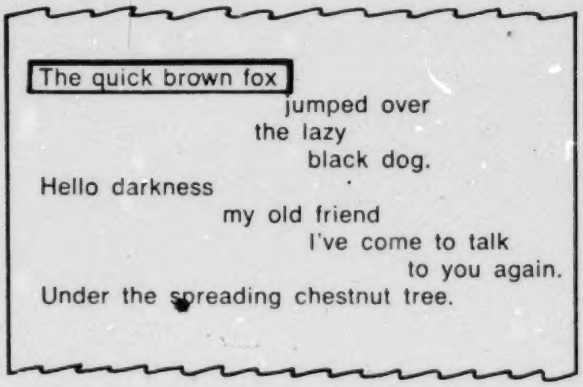
PHRASE READERS

Using a reader similar to the line viewer described above, type a story, poem or song on a sheet which can be pulled through the viewer. Space the material of the text so that the child must

BEST COPY AVAILABLE

read phrases rather than single words, learning to recognize words in groups.

EXAMPLE:



ASSOCIATION CONCENTRATION

A deck of twenty matched pairs, forty cards in all, should be prepared by the tutor. The word pairs may be either synonyms, antonyms, or homonyms. The tutor will decide which category to match. Turn the cards face down. The first player turns over two cards. If the two cards match, he receives another turn and continues taking turns until he selects an unmatched pair. Each player keeps his matched pairs near him in a stack, and the winner is the one who has the largest stack. The game is played until all the cards have been removed from the table.

Three lists of twenty pairs for use with elementary children are:

SYNONYMS	ANTONYMS	HOMONYMS
big - large	up - down	ant - aunt
small - little	over - under	dear - deer
look at - see	big - little	red - read
walk - stroll	large - small	blew - blue
eat - dine	in - out	eye - I
sleep - nap	go - come	ate - eight
enter - come in	above - below	right - write
leave - go out	open - close	pear - pair
stop - quit	stop - go	tail - tale
silent - quiet	quiet - noisy	sea - see
kid - child	sad - funny	buy - by
father - dad	easy - hard	ball - bawl
travel - take a trip	father - mother	pail - pale
hat - cap	rough - smooth	bare - bear
stocking - sock	yes - no	hay - hey
shoe - slipper	top - bottom	made - maid
fast - quick	work - play	sail - sale
talk - speak	fast - slow	beat - beet
find - discover	old - new	be - bee
over - above	lose - find	meat - meet

Word Association

ASSOCIATION STACK

(Two players, two identical decks of twenty-six pairs—52 cards)

Pairs may be synonyms, antonyms, words that go together (for example, CHITCHAT, FIDDLE-FADDLE, WISHY-WASHY) or any other related pairs. The object of the game is to get the biggest stack. Each player is dealt four cards, and four additional cards are placed face up in the center of the table. Each player, in turn, tries to match one of his cards either with a card on the board or with the top card of his opponent's stack of matched pairs. When a player makes a match, he stacks this pair to the side, face up. If he cannot make a match, he must discard one card, which is placed face up with the cards on the board. At the end of each round (when the players have no more cards in their hands) four more cards are dealt until the deck is exhausted.

SAMPLE GAME:

Cards in player A's hand:

DOWN | DOWN | MINE | INSIDE

Cards in player B's hand:

HOT | YOURS | FALSE | UP

Cards face-up on table:

MINE | DARK | COLD | OUTSIDE

Player A matches INSIDE with OUTSIDE. Stacks these.
Player B matches HOT with COLD. Stacks these.
Player A matches MINE with MINE. Adds to his stack.
Player B matches YOURS with MINE, which entitles him to take A's entire stack.
Player A discards DOWN.
Player B matches UP with DOWN and adds to his stack.
Player A matches DOWN with the top card on B's stack (which may be either UP or DOWN). He recovers his own stack and takes B's as well.
Four more cards are dealt to A and B, and the game continues until all the cards in the deck have been used.

ODD BALL

This game teaches grouping. The tutor may use words or pictures to encourage the child to notice and discard the dissimilar word or object. As a listening exercise, the tutor may read the list of words and have the child pick out the one that doesn't belong with the others.

SAMPLE:

PIANO, GUITAR, *COW*, DRUM
SCHOOL, HOSPITAL, POST OFFICE, *FISH ROSE*, BUS, AUTOMOBILE, MOTORCYCLE
SOLDIER, *RADIO*, POLICEMAN, FIREMAN

A visual discrimination exercise may be made of the game when all of the objects are the same but one is upside-down facing a different direction, or viewed from a different angle.

For more advanced children, a group of four words may be used, all spelled correctly except for one. The child must know how to spell and must

have good visual discrimination. Series of numbers may be used instead of words:

48625	*48525*	48625	48625
39001	*39101*	39001	39001
68742	68742	68742	*68427*

LISTING

Give the child a few pages of an old mail order catalog and have him write up an imaginary order for someone who wants winter clothing for her family (create an imaginary family with a given number of members). The child can then make a list of all the items of clothing for winter. Or maybe he can write a grocery list for someone who eats only fruits and vegetables. With the pictures as guides, he has only to pick out the correct items (the items belonging in that class of objects) and list them. The tutor may help with the spelling. This exercise will also enrich his vocabulary, especially when the class of objects is unfamiliar, like farm tools, for example. He may not know the names of some of the items pictured and will sometimes need assistance. Later a story might be read which utilizes some of the new words. Though essentially an exercise in classification, this activity obviously gives practice in more than one skill.

WHAT GOES WITH WHAT

Here the child must have some knowledge of what things are commonly associated with one another and must be able to supply the missing object. For instance, the tutor might say, "If I want to hang a picture, I need a hammer and a _____," letting the child supply a missing word. As long as the association is correct, several words could be given by the child and be a proper answer. Or, let the child imagine that he is going to set the table for dinner, going to change a tire, do his laundry, take a bath; let him tell what items are needed for each activity. Later read him a nonsense story in which he will recognize the obvious errors: "John woke up one morning, put on his pajamas, and ate dinner. Then he went to school. On the way he caught an airplane, because he was afraid he might be late and needed to get there in a hurry. He got to school on time and went to recess. At noon, he went back home for breakfast." Jokes also might be used to call attention to nonsense. "I picked up a snake to kill a stick."

Word Sounds

Commercial Games

The GO FISH Blend Game (Remedial Education Center, Washington, D.C.) R372.4 R282g

VOWEL DOMINOES (Remedial Education Center, Washington, D.C.) R372.4 R282v

BUILD IT (The Remedial Education Press, Kingsbury Center, 2138 Bancroft Place, N.W., Washington, D.C.) R372.4 R282b

Linguistic Readers

Merrill Linguistic Readers, Charles E. Merrill Books, Inc., Columbus, Ohio 43216. 1966. 372.412 F915m

Lippincott's Basic Reading, J. B. Lippincott Company, Philadelphia; New York. 1969. (Books A-D). 372.412 M137L

Read Along with Me, Robert Livingston Allen and Virginia F. Allen. Bureau of Publications, Teachers College, Columbia University. 1964. Set of three volumes and two supplements: (1) *Manual*, (2) *Rhyming Words and Simple Sentences*, (3) *Tess, Max and Buzz. Red Tom's Map.* (4) *A Picture Alphabet for English*, (5) Anagram Cards. 372.41 AL54r

Miami Linguistic Readers
D. C. Heath & Company, 2700 No. Richardt Avenue, Indianapolis, Indiana.

On a very basic level, the section on auditory discrimination might be useful to the tutor. More advanced children will probably benefit little from those exercises but would prefer games, poetry, plays and stories on a more mature level.

The following book is recommended, as it lists activities by developmental level (grade level):

Bush, Wilma Jo, and Giles, Marion Taylor *Aids to Psycholinguistic Teaching.* Columbus, Ohio: Charles E. Merrill Books, Inc. 1969. 371.9 B963a

INTONATION

Children can learn to give expression to their oral reading by listening to tapes of stories (for which they have texts) prepared by the tutor. Tutors may also record stories which require voice modulation and dramatic techniques. Sound effects, such as the creaking of a door in a suspenseful story, might be added. The tutor should discuss the story and the techniques with the children afterwards. What made the story scary? How did the storyteller use his voice to create suspense?

Exercises may be initiated which illustrate how intonation affects the meaning of words: "I'm fine." "I'm fine!" "I'm fine?" Children who are ready may now be introduced to the different types of punctuation.

SOUNDS

Before beginning poetry reading, children might like to see how mood is created by the use of words containing certain vowels. A recording of Edgar Allan Poe's "The Bells" might be played to illustrate how *e* and *i* sounds make a lighter, higher tone, and how *a*, *o*, and *u* make heavy, mournful sounds. A few words can be used to illustrate this point (for example, GLOOMY). Find other words whose *sounds* suggest their meanings. Don't forget to include words like BOOM, SPLASH, and SLURP.

PLAYS

Children will love putting on plays or even pretending. The tutor can stimulate interest in reading by including plays, choral reading, and poetry in the activities.

BEST COPY AVAILABLE

SONGS

The tutor should try to find poems which have been made into songs to show the children the musical quality of words. The children might try singing a story in their texts as an exercise with the same objectives. One good example of a song which can be read as poetry is Simon and Garfunkel's "The Sounds of Silence."

As the children become more aware of word sounds, they will tend to have less difficulty pronouncing and hearing differences in words. Phonetic exercises will become more interesting, and as the child begins to realize the expressive qualitis of reading, he will be encouraged to improve. An incentive: becoming a radio announcer. Discuss radio announcers with the children. Who is his favorite? Set the announcer up as a model the child might try to imitate.

The following is a list of books which will be helpful in planning activities emphasizing word sounds:

Storytelling

(For use of tutors who will tell and record stories)

Bone, Woutrina Agatha. *Children's Stories and How To Tell Them.* New York: Harcourt, Brace and Company, 1924. 372.214 B641

Cather, Katherine Dunlap. *Educating by Story-Telling.* Yonkers-on-Hudson, New York: World Book Company, 1920. 372.214 C286

Emerson, Laura S. *Storytelling, the Art and the Purpose: A Manual on How to Tell Stories with Fifteen Typical Stories to Tell.* Grand Rapids, Michigan: Zondervan Publishing House, 1959. 372.214 Em34s

Sawyer, Ruth. *The Way of the Storyteller,* New York: Viking Press, 1962. 372.214 Sa97a

Shedlock, Marie. *The Art of the Storyteller.* New York: Dover Publications, 1951. 372.214 Sh34

Foster, Joanna. *How to Conduct Effective Picture Book Programs: A Handbook.* New York: Westchester Library System, 1967. (Pamphlet)

Plays

Durland, Frances Caldwell. *Creative Dramatics for Children: A Practical Manual for Teachers and Leaders.* Yellow Springs, Ohio: Antioch Press, 1967. 371.3325 D935c

Kerman, Gertrude L. *Plays and Creative Ways with Children.* Irvington-on-Hudson, New York: Harvey House, 1961. 371.3325 K458p

Siks, Geraldine B. *Children's Literature for Dramatization: An Anthology.* New York: Harper and Row, 1964. 371.3325 Si29c

Smith, Moyne Rice. *Plays and How to Put Them On.* New York: H. Z. Walck, 1961. 372.6 Sm62p

Poetry and Choral Speaking

Abney, Louise, and Rowe, Grace. *Choral Speaking Arrangements for the Lower Grades.* Magnolia, Massachusetts: Expression Company, 1937. 372.88 Ab72c

———. *Choral Speaking Arrangements for the Upper Grades.* Boston, Massachusetts: Expression Company, 1953. 372.88 Ab72

Rasmussen, Carrie. *Let's Say Poetry Together and Have Fun: For Primary Grades.* Minneapolis, Minnesota: Burgess, 1962. 372.88 R184L

———. *Let's Say Poetry Together and Have Fun: For Intermediate Grades.* Minneapolis, Minnesota: Burgess, 1966. 372.88 R184Lc

Materials

VOCABULARY CARDS

These cards should be made from poster board, preferably cut to size on a paper cutter. They may range from twelve-inch squares down to two-inch squares. The larger cards may be used for flash cards or for use with two or three children. The smaller cards are about the right size for the card games found in the manual.

Vocabulary cards need not be made from white poster board; yellow, light blue, pink, or light green are also good colors. Lettering should be in a dark color or black. Felt marking pens are ideal for lettering on poster board. Be sure that the type of print used resembles what the child is accustomed to reading in school and in his texts. Letters should be clear and legible and, whenever possible, about one-third as high as the card.

GRIDS

Grids are most easily made from graph paper. In some art supplies stores and bookstores, it is possible to buy tablets of graph paper 24″x18″.

GLOSSARY

Abstract thinking: using symbols or generalizations rather than concrete terms in drawing conclusions and forming ideas.

Auditory discrimination: the ability to note the differences among sounds, especially the sounds making up words.

Bidialectal: having two languages, said of children who have

1) their "home" dialect, which they use for verbal expression, and

2) Standard English, which they are taught in the classroom.

Blend: a combining of two or more sounds without the identity of either sound being lost, e.g., the blend of *c* and *l* in *clap.*

Collage: a pictorial composition achieved by gluing paper, fabric, or any natural or manufactured material to paper or board.

Finger painting: application of colors to a surface with the fingertips or the hand.

Learning readiness: that stage in a child's development when he can learn easily, effectively, and without emotional disturbance in specific areas such as writing, mathematics, history, or reading.

Listening skills: ability to listen attentively and accurately.

BEST COPY AVAILABLE

Papier-mache: technique of using strips of paper and paste and shaping to create a form.

Perception: sensory or mental awareness of objects, conditions, qualities, or relationships.

Phonetic analysis: breakdown of words into elements that correspond to speech sounds, e.g., separating the word *bring* into the consonant blend *br* and the final *ing*.

Phonics: study of the letters, letter combinations, and syllables which correspond to and represent particular sounds. Applied to the teaching of reading as a means of enabling the reader to recognize and pronounce words independently.

Rapport: refers to establishing a friendly and trusting atmosphere.

Reading readiness: that stage in a child's development when he is physically, mentally, emotionally, and socially ready to learn to read.

Sequential order: arrangement (usually of events) in time, as first, second, last.

String drawing: essentially a design or picture created by gluing a piece of string to a sheet of paper to form a desired pattern.

Visual discrimination: ability to distinguish by sight one object from another, and being able to see differences and similarities in size and shape.

Word attack: a method of figuring out the pronunciation of an unfamiliar word through one or probably a combination of the following approaches: *context clues* (by knowing all the other words in a sentence, it is possible to make an intelligent guess as to the meaning of an unknown word), *phonetic analysis* (knowing sounds or combinations of sounds of the letters in a word, and learning to pronounce the word by "sounding it out"), and *structural analysis* (knowing parts of words, as, for example, "sing" and "ing" and then recognizing "singing").

BIBLIOGRAPHY

Abney, Louise, and Rowe, Grace. *Choral Speaking Arrangements for the Lower Grades.* Magnolia, Massachusetts: Expression Company, 1937. 372.88 Ab72c

———. *Choral Speaking Arrangements for the Upper Grades.* Boston, Massachusetts: Expression Company, 1953. 372.88 Ab72

Allen, Robert Livingston and Virginia F. *Read Along with Me.* New York: Bureau of Publications, Teachers College, Columbia University, 1964. 372.41 AL54r

Baratz, Joan C., and Shuy, Roger W. *Teaching Black Children to Read.* Washington, D. C.: Center for Applied Linguistics, 1969. 372.4 T22t

Baugh, Dorothy. *Let's See the Animals.* San Francisco, California: Chandler Publishing Company, 1965. 372.412 B326Le

———. *Let's Take a Trip.* San Francisco, California: Chandler Publishing Company, 1965. 372.412 B326L

Bond, Guy L., and Tinker, Miles A. *Reading Difficulties: Their Diagnosis and Correction.* New York: Appleton-Century-Crofts, 1967. 372.4 B64r2

Bone, Woutrina Agatha. *Children's Stories and How to Tell Them.* New York: Harcourt, Brace and Company, 1924. 372.214 B641

Brueckner, Leo, and Bond, Guy L. *The Diagnosis and Treatment of Learning Difficulties.* New York: Appleton-Century-Crofts, 1955. 370.15 B832

Bush, Wilma Jo, and Giles, Marion Taylor. *Aids to Psycholinguistic Teaching.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1969. 371.9 B963a

———. *Let's Look.* San Francisco, California: Chandler Publishing Company, 1965. 372.41 C213L

Carrillo, Lawrence W. *Words to Read.* San Francisco, California: Chandler Publishing Company, 1965. 372.41 C213w

Carter, Homer L. J., and McGinnis, Dorothy J. *Diagnosis and Treatment of the Disabled Reader.* New York: Macmillan, 1970. 372.4 C245d

Cohen, S. Alan. *Teach Them All to Read: Theory, Methods, and Materials for Teaching the Disadvantaged.* New York: Random House, 1969. 371.96 C66t

Dechant, Emerald. *Diagnosis and Remediation of Reading Disability.* West Nyack, New York: Parker Publishing Company, 1968. 372.4 D356d

Dolch, Edward W. *A Manual for Remedial Reading.* Champaign, Illinois: The Garrard Press, 1946. 372.4 D687

———. *Teaching Primary Reading.* Champaign, Illinois: The Garrard Press, 1950. 372.4 D687t

Durland, Frances Caldwell. *Creative Dramatics for Children: A Practical Manual for Teachers and Leaders.* Yellow Springs, Ohio: Antioch Press, 1967. 371.3325 D935c

Emerson, Laura S. *Storytelling, the Art and the Purpose: A Manual on How to Tell Stories with Fifteen Typical Stories to Tell.* Grand Rapids, Michigan: Zondervan Publishing House, 1959. 372.214 Em34s

Evertts, Eldonna L. *Dimensions of Dialect.* Champaign, Illinois: National Council of Teachers of English, 1967. 372.6 Ev27d

Feltser, Eleanor B. *The Sesame Street Book of Letters.* New York: Time-Life, 1970. E411

———. *The Sesame Street Book of People and Things.* New York: Time-Life, 1970. E300

———. *The Sesame Street Book of Shapes.* New York: Time-Life, 1970. E513

Foster, Joanna. *How to Conduct Effective Picture Book Programs: A Handbook.* New York: Westchester Library System, 1967. (Pamphlet)

BEST COPY AVAILABLE

Fournier, Raymond, and Presno, Vincent. *Advantage*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965. 372.24 F827a

Fries, Charles Carpenter. *Merrill Linguistic Readers*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966. 372.412 F915m

Gomberg, Adeline W. *A "Reading" Activities Manual to Aid the Disadvantaged*. Danville, Illinois: Interstate Printers and Publishers, 1966. 372.141 G585r

Greet, W. Cabell, Jenkins, William A., and Schiller, Andrew. *In Other Words: A Beginning Thesaurus*. Glenview, Illinois: Scott, Foresman and Company, 1968. 372.6 G85i

Hurwitz, Abraham, and Goddard, Arthur. *Games to Improve Your Child's English*. New York: Simon and Schuster, 1969. 372.6 H949g

Johnson, Doris J. *Learning Disabilities: Educational Principles and Practices*. New York: Grune and Stratton, 1967. 371.96 J631L

Kaluger, George, and Kolson, Clifford J. *Reading and Learning Disabilities*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1969. 372.4 K127r

Kephart, Newell Carlyle. *Learning Disability: An Educational Adventure*. West Fayette, Indiana: Kappa Delta Pi Press, 1968. 371.92 K441L

Kerman, Gertrude L. *Plays and Creative Ways with Children*. Irvington-on-Hudson, New York: Harvey House, 1961. 371.3325 K458p

Kirk, Samuel A. *The Diagnosis and Remediation of Psycholinguistic Disabilities*. Urbana, Illinois: Institute for Research on Exceptional Children, University of Illinois, 1966. 371.9 K634d

Kottmeyer, William. *Teacher's Guide for Remedial Reading*. St. Louis: Webster Publishing Company, 1959. 372.4 K849t

Lewis, Shari. *The Headstart Book of Looking and Listening*. New York: McGraw-Hill, 1966. 372.41 L588h

———. *The Headstart Book of Thinking and Imagining*. New York: McGraw-Hill, 1966. 372.41 L588he

———. *The Headstart Book of Knowing and Naming*. New York: McGraw-Hill, 1966. 372.41 L588hea

McCarthy, James Jerome, and McCarthy, Joan F. *Learning Disabilities*. Boston: Allyn and Bacon, 1969. 371.9 M127L

McCracken, Glenn. *Lippincott's Basic Reading*. Philadelphia; New York: J. B. Lippincott Company, 1969. 372.412 M137L

Manuel, Herschel T. *Spanish-speaking Children of the Southwest: Their Education and the Public Welfare*. Austin, Texas: University of Texas, 1965. 371.98 M319s

Phillips, Nina. *Conversational English for the Non-English Speaking Child*. New York: Teachers College Press, Teachers College, Columbia University, 1968. 372.65 P545c

Pollack, Myron Frank W., and Piekarz, Josephine A. *Reading Problems and Problem Readers*. New York: D. McKay Company, 1963. 372.4 P76r

Rasmussen, Carrie. *Let's Say Poetry Together and Have Fun: For Primary Grades*. Minneapolis, Minnesota: Burgess, 1962. 372.88 R184L

———. *Let's Say Poetry Together and Have Fun: For Intermediate Grades*. Minneapolis, Minnesota: Burgess, 1966. 372.88 R184Lc

Riessman, Frank, and Dawkins, John. *Play It Cool in English*. Chicago, Illinois: Follett, 1967. 372.6 R446p

Sawyer, Ruth. *The Way of the Storyteller*. New York: Viking Press, 1962. 372.214 Sa97a

Scott, Ralph, Ratekin, Ned, and Kramer, Kay E. *The Learning Readiness System: Classification and Seriation Kit*. New York: Harper and Row, 1968. R372.215 Sco85L

Shedlock, Marie. *The Art of the Storyteller*, New York: Dover Publications, 1951. 372.214 Sh34

Siks, Geraldine B. *Children's Literature for Dramatization: An Anthology*. New York: Harper and Row, 1964. 371.3325 Si29c

Sleisenger, Lenore. *Guidebook for the Volunteer Reading Teacher*. New York: Teachers College Press, 1965. 371.1 SL28g

Smith, Moyne Rice. *Plays and How to Put Them On*. New York: H. Z. Walck, 1961. 372.6 Sm62p

Smith, Nila Banton. *Graded Selections for Informal Reading Diagnosis, Grades 1 through 3*. New York: New York University Press, 1959. 372.412 Sm62g

———. *Graded Selections for Informal Reading Diagnosis, Grades 4 through 6*. New York: New York University Press, 1963. 372.412 Sm62gr

Strang, Ruth. *Diagnostic Teaching of Reading*. New York: McGraw-Hill, 1969. 372.4 St81d2

Taba, Hilda, and Elkins, Deborah. *Teaching Strategies for the Culturally Disadvantaged*. Chicago, Illinois: Rand McNally, 1966. 371.96 T111t

Tiedt, Sidney W. *Teaching the Disadvantaged Child*. New York: Oxford University Press, 1968. 371.96 T44t

Tireman, L. S. *Teaching Spanish-speaking Children*. Albuquerque, New Mexico: University of New Mexico Press, 1951. 371.9872 T515t

Tooze, Ruth. *Storytelling*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959. 371.214 T619s

Wagner, Guy, and others. *Games and Activities for Early Childhood Education*. New York: Teachers Publishing Corporation, 1967. 372.215 G145g

Wilson, Robert M. *Diagnostic and Remedial Reading: For Classroom and Clinic*. Columbus, Ohio: C. E. Merrill Books, 1967. 372.4 W669d

TIPS FOR TUTORS

A MANUAL FOR READING IMPROVEMENT

1973 BIBLIOGRAPHIC SUPPLEMENT

THE CHICAGO PUBLIC LIBRARY

MATERIALS FOR TUTORS OF CHILDREN

The following list is intended to supplement the bibliography in the manual Tips for Tutors. It includes books and pamphlets of value to persons tutoring children and young adults in reading, but it is by no means comprehensive.

Botel, Morton. How to Teach Reading. Chicago: Follett Educational Corporation, 1968.	372.4 B657H2
Chernow, Fred B., and Chernow, Carol. Teaching the Culturally Disadvantaged Child. West Nyack, New York: Parker Publishing Company, 1973.	371.967 C423t
Cushenbery, Donald C., and Galbreath, Kenneth J. Effective Reading Instruction for Slow Learners. Springfield, Illinois: Charles C. Thomas, Publisher, 1972.	371.926 C951e
Cushenbery, Donald C. Remedial Reading in the Secondary School. West Nyack, New York: Parker Publishing Company, 1972.	428.42 C951r
Daniels, Steven. How 2 Gerbils, 20 Goldfish, 200 Games, 2,000 Books and I Taught Them How to Read. Philadelphia: Westminster Press, 1971.	371.9672 D228h
Dawson, Mildred Agnes, comp. Teaching Word Recognition Skills. Newark, Delaware: International Reading Association, 1971.	372.4144 D325t
Dechant, Emerald, ed. Detection and Correction of Reading Difficulties: Readings with Commentary. New York: Appleton-Century-Crofts, 1971.	428.4208 D356d
Delacato, Carl H. A New Start for the Child with Reading Problems: A Manual for Parents. New York: McKay, 1970.	372.4 D371ne
Fader, Daniel N., and McNeil, Elton B. Hooked on Books: Program and Proof. New York: G. P. Putnam's Sons, 1968.	372.42 F123h
Fader, Daniel N. The Naked Children. New York: Macmillan Company, 1971.	428.4 F123n

Fedder, Ruth, and Gabaldon, Jacqueline. No Longer Deprived: The Use of Minority Cultures and Languages in the Education of Disadvantaged Children and Their Teachers. New York: Teacher's College Press, Columbia University, 1970. — 371.967 F316n

Gallant, Ruth. Handbook in Corrective Reading: Basic Tasks. Columbus, Ohio, 1970. — 372.4 G135h

Hafner, Lawrence E., and Jolly, Hayden B. Patterns of Teaching Reading in the Elementary School. New York: Macmillan Company, 1972. — 372.41 H119p

Hall, Nancy A. Rescue: A Handbook of Remedial Reading Techniques for the Classroom Teacher. Stevensville, Michigan: Educational Service, Inc., 1969. — 372.4 H145a

Harris, Albert J., and Sipsy, Edward R. Effective Teaching of Reading. New York: McKay, 1971. — 372.41 H24e2

Horan, Mary, and O'Donovan, Eleanor. Teacher's Resource Book for Developing Children's Perceptual Skills in Reading. Westport, Connecticut: Mediax, 1971. — 372.414 H78t

LaPray, Margaret. Teaching Children to Become Independent Readers. New York: Center for Applied Research in Education, 1972. — 372.4 L318t

Lindsey, Ouida. If You Are Going to Teach Black Students for the First Time... 1972. — Pamphlet Reference

Platts, Mary E. Spice. 2d ed. Stevensville, Michigan: Educational Service, Inc., 1973. — 372.6 P697s

Pope, Lillie. Guidelines to Teaching Remedial Reading to the Disadvantaged. New York: Book Lab, Inc., 1968. — 372.4 P81g

Scrivner, Wilma Possien, and Scrivner, Wayne. They All Need to Read: Strategies for Development of Reading Maturity. New York: Appleton-Century-Crofts, 1972. — 372.4 Scr39t

Shankman, Florence Vogel. Games and Activities to Reinforce Reading Skills. New York: MSS Information Corporation, 1972. — 372.414 Sh18g

Spache, George D. Good Reading for Poor Readers. Champaign, Illinois: Garrard Publishing Company, 1972. — R016.3724 Sp11g7

Spalding, Romalda Bishop, and Spalding, Walter T. The Writing Road to Reading: A Modern Method of Phonics for Teaching Children to Read. 2d rev. ed. New York: William Morrow & Company, 1969. 372.4 Sp19w2

Thomas, Ellen Lamar, and Robinson, H. Alan. Improving Reading in Every Class. Abr. ed. Boston: Allyn and Bacon, 1972. 428.4 T362i

Thompson, Richard A. Energizers for Reading Instruction. West Nyack, New York: Parker Publishing Company, 1973. R372.414 T377e

Zintz, Miles V. Corrective Reading. 2d ed. Dubuque, Iowa: William C. Brown Company, 1972. 372.43 Z66c2

MATERIALS FOR TUTORS OF ADULTS

A selected list of books and pamphlets which may be helpful to those tutoring adults in reading at various levels. Many of these titles contain lists of texts and supplementary reading books suitable for adults, as well as names and addresses of publishers of such materials and sources of audiovisual materials and games. In addition to the titles listed below, articles in such periodicals as Adult Leadership and Reading Teacher may also be useful.

Adult Education Association of the U.S.A. How to Teach Adults. Chicago: Adult Education Association of the U.S.A., 1955. 374 Ad931h

Berdrow, John R., and Mann, Thomas W. Teaching Adults. Springfield, Illinois: Office of the Superintendent of Public Instruction, 1965. 374 B456t

Bischof, Ledford J. Adult Psychology. New York: Harper & Row, 1969. Hum. 155.6 B541a

Brice, Edward Warner; Minnis, Roy B.; and Henderson, Ellen C. Teaching Adults the Literacy Skills. Washington, D. C.: General Federation of Women's Clubs, n.d. 374 B761t

Cass, Angelica W., and Crabtree, Arthur P. Adult Elementary Education: Teaching Methods and Practices, Administration Principles and Procedures. New York: Noble and Noble, 1956. — 374 C27

Cass, Angelica W. Everyday English and Basic Word List for Adults. New York: Noble and Noble, 1962 — Hum. & Ed. 428.24 C27e

Chicago. Board of Education. Curriculum Guide for the Program of Adult Basic Education: Language Arts and Social Studies. Chicago, Board of Education, 1968. — Pamphlet

Colvin, Ruth J., and Root, Jane H. Tutor: Techniques Used in the Teaching of Reading: A Handbook for Teaching Basic Reading to Adults and Teenagers. Chicago: Follett Publishing Company, 1972. — Pamphlet

Herr, Selma E. Effective Reading for Adults. 3d ed. Dubuque, Iowa: W. C. Brown Co., 1970. — 428.4 H433e2

Kidd, James R. How Adults Learn. New York: Association Press, 1959. — 374 K538h

Lanning, Frank W., and Many, Wesley A., eds. Basic Education for the Disadvantaged Adult: Theory and Practice. New York: Houghton Mifflin Company, 1966. — 379.2 L283b

Laubach, Frank C., and Laubach, Robert S. Toward World Literacy, the Each One Teach One Way. Syracuse, N. Y.: Syracuse University Press, 1960. — 379.2 L36to

Miller, Harry L. Teaching and Learning in Adult Education. New York: Macmillan, 1964. — 374 M614t

Mott Adult Reading Center. Teaching Adults to Read. Chicago: Allied Education Council, 1965. — 379.2 M858t2

National Association for Public School Adult Education. A Treasury of Techniques for Teaching Adults. Washington, D. C.: National Association for Public School Adult Education, 1964. — 374 N2132t

National Association of Public School Adult Educators. When You're Teaching Adults. Washington, D. C.: National Association of Public School Adult Educators, 1959. — 374 N2132w

New York (State). Bureau of Continuing Education Curriculum Development. A Teacher's Guide to Teaching Adult Basic Reading. Albany, New York, 1968. R372.4 N42t

Rauch, Sidney J., comp. and ed. Handbook for the Volunteer Tutor. Newark, Delaware: International Reading Association, 1969. 371.394 R19h

Shacklock, Floyd. World Literacy Manual. New York: Committee on World Literacy and Christian Literature, 1967. 379.24 Sh11w

Simple Reading Material for Adults: Its Preparation and Use. Paris, Unesco, 1963. 379.2 Un35

Smith, Edwin H., and Smith, Marie P. Teaching Reading to Adults. Washington, D. C.: National Association for Public School Adult Education, 1962. 372.4 Sm55t

Ulmer, Curtis. Teaching the Disadvantaged Adult. Washington, D. C.: National Association for Public School Adult Education, 1969. 374 UL5t

Wallace, Mary C. Literacy Instructor's Handbook: An Adventure in Teaching. Chicago: Follett Publishing Company, 1965. 379.2 W155L